

# RECREATION

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— March 1945 —

## NATURE RECREATION



### Nature Is Fun!

By Elizabeth H. Price

### Beware! It's Spring

By Carroll Abbott

### A Schoolyard Sanctuary

By Edwin Way Teale

### What's the Name of My Bird?

By Clara Hussong

### The Elementary School Science Room

By Ruth A. Hubbard

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# RECREATION

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## Nature Recreation

**N**ATURE RECREATION will be a major interest in the world of returned soldiers. Men spiritually wounded by the war will seek the healing to be found in the woods, by the streams, under open skies. Trees and flowers may "talk back," but in a special, soothing way. Readjustment in the home to the noise of little children, to members of the family who after all know little of the language of war, will be easier for many if they can from time to time slip away by themselves and make their souls whole again in the outdoor world of nature, perhaps with the family dog as a companion.

At other times families will go out to picnic together, taking life up as if there had been no period in between—forgetting for the time all that so much needs to be forgotten.

Some will be fishing again, or hunting (or pretending to, while they just tramp). Others will hunt with the camera. Many soldiers are skilled now not only in the use of the camera but also in taking motion pictures. They will be pleased if the recreation center arranges for exhibitions of their photographs and their motion pictures.

Science clubs will be desired that men may experiment and compare notes afterwards.

The more quickly to reach the ocean, the lake, the mountains, the forest, that there may be more time for enjoying wilderness spots and less time taken going and coming, the automobiles will play an important part—some will use helicopter hydroplanes to soar to remote mountain lakes for fishing and for rest.

If only more and better bicycle paths are provided, youth of a certain age will pedal along together to their favorite retreats. Always there will be those who just like to tramp, who can see more and enjoy more on foot. For those who cannot go far there is great advantage in the path along the side, even of the well-traveled automobile highway, for such paths can be used for bits of time at night. Only these paths should not be concrete; they must be kept up and fitted into the landscape to give the most of beauty.

A little of leadership as to times and places for those who want to share tramping, bicycling, bird tours, "geology" trips, observation of special nature phenomena, can give pleasure out of all proportion to the cost. Of course eating together out of doors always helps. Volunteers can play an important part in nature guiding.

The recreation center, the playground, gives a point of departure. The outlying city park, the near-by county or state park, sometimes even a national park can be used. The parks and the forests will all help the steady growth of camping under local government auspices.

More and longer vacations with pay for office and industrial workers mean more calls on municipal recreation workers to help plan vacation trips that bring close touch with nature.

The off-the-playground, off-the-recreation center nature guidance program may well be an increasing responsibility of the municipal recreation center and its community leaders.

HOWARD BRAUCHER

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MARCH 1945

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# March



*Courtesy Stanley Home Products, Inc.*

**The Enchanted Oak**  
(For story see page 632)





*Courtesy Oglebay Park, West Virginia*

# Nature Is Fun!

*By* ELIZABETH H. PRICE

Heigh-ho! Away we go  
Riding on Adventure!

blindfolded and seeing how many can be recognized by touch alone.

That's a year-round project. In the fall go hunting to see how many trees have discarded their fruit and how many have "hang-overs," hanging on to the seed con-

tainers most or all of the winter. Only yesterday I had a thrill in noticing for the first time that the linden tree, whose leaves have long since fallen, is still holding on to the curious leaflike contraptions (bracts if you must be technical), to which the fruit is attached. And in the fall it is fun to walk along with eyes on the ground and try to tell from what you see there—leaves, seeds, or seed containers—what trees are about you. On a hillside, or after a strong wind, it is sometimes a trick to find the tree whence came your bit of evidence!

In the spring one of the most rewarding projects I know is to find a tree with as large buds as possible (one near home where it can be easily watched every day), tie a bright string near one particular bud, and then watch to see what emerges from the bud. My prize experience was a three-quarter inch bud on a big leaf maple in my own garden from which emerged a 30-inch twig bearing fourteen leaves averaging 8 inches in diameter. Can you better that?

A companion project in the spring is to watch the unfolding from the bud of as many different types of leaves as possible. You see, tree leaves are formed ahead of time, perfect in every detail, but in miniature and wrapped up in a bud. When the bud opens, one sees the exquisitely pleated and folded leaf, one leaflet laid neatly atop another, each cell ready and waiting at the touch of warmth and mois-

**L**ET'S STOP TALKING about or even thinking in terms of "teaching" nature "study." Nature is so excitingly alive, our approach to it should be dynamic, not static. It should be a personal adventure in discovering a living world, for in that fashion is best kindled an awareness of the vast storehouse of priceless treasure that surrounds us and an intense eagerness to find out more about these treasures.

Well and good! But how to begin? First of all, be local, be seasonal, be quick to take a hint and follow it through. Discover the gold nuggets you've been stubbing your toe against without ever bothering to pick them up—the trees within a block of you; the birds that will flock to a feeding table and bath; the habits of the flowers in your garden; a weedy vacant lot on the corner.

## Adventuring with Trees

Trees offer a fruitful field for adventuring. Notice the difference in types of bark: the lovely chalky paper of the birches; the thin, brittle flakes of the plane tree that can be picked off in such a surprising variety of shapes—a Scotty's face, a peak-capped witch, a hook-nosed profile. It's fun to see what you can find. Then there are hard, deeply fissured barks, or barks like that of the redwood with long, shreddy fibres. See what others you can find for yourself, and then have fun in taking turns being

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It runs in the family! Mrs. Price is the mother of Betty Price Puckle who, when a member of the staff of the National Recreation Association, in 1939 compiled and edited *Adventuring in Nature*, now in its fourth printing.

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For two years Mrs. Price served as Nature Adviser, on the West Coast, for Girl Scouts, Incorporated, and in this capacity did much to stimulate interest in nature. Until recently she has been Girl Scout executive in San Jose, California.

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ture to expand and in an unbelievably short time produce a full-sized leaf.

Do give yourself the pleasure of watching this miracle. You can bring indoors a bare branch loaded with fat swelling buds (buckeye is ideal), and place it in a jar of water in a warm room. Or watch your house plants, or poke around in your garden. Don't overlook primrose and columbine (*aquilegia*). They are so very different.

Ever see an elm tree in bloom? Lots of people will say, "Oh yes," because they think the clusters of winged seeds are the flowers. The blossom is very obscure, has no petals, and is usually just a quarter-inch bunch of dull red-brown threads on the bare branches of a tall tree not easy of close examination. Watch the bare, gray branches against the sky, and when they take on a warm tone and begin to look a bit warty manage somehow or other to get hold of some twigs and see the blossoms for yourself.

A friend of mine hired a small boy to climb on top of her car; I brazenly borrowed a stepladder from complete strangers and found myself surrounded by the highly interested members of the household from Grandad and Aunt Jane to Jimmy and Sister Sue. Elms were right in their own front yard, blossoming every year, and not once had any one of them ever noticed the flowers, though they had been conscious enough of the gutters full of paper-penny seeds year by year!

Ever notice that the leaves of practically all members of the elm genus have mumps on one margin? (Technically margins are unequal.) A little Girl Scout in Washington gave me this jollier name for it.

One could go on to fill a book with larky tree projects, but here is only one more. Make ink prints of leaves as a souvenir of your adventures with trees. All you need will be a printer's brayer (gelatin roller), some printer's ink (preferably green), a sheet of glass about 8 by 10 inches, and a loose-leaf notebook of unlined paper. Merely printing and naming leaves is not much fun nor as significant as making pages that tell a story. For instance, a page each of all the kinds of oaks or maples or orchard fruits or nuts in your vicinity, or types of leaves and veining or margins or textures or all of the leaves you discover that have glands, or leaves nibbled or skeletonized by insects, or—but I must get on to something besides trees!

#### Let's Talk About Birds!

Let's talk about birds—hardest of all but most delightful because the liveliest. If you are content

merely to identify them—well, there is considerable satisfaction in that, and of course one does eventually want to know their names. But ever so much more enriching and important is it to know the birds as individuals; to find out, by watching what they do, how, when, and why they do it.

Hang a doughnut by a string to a twig outside your window or a pint tin of drippings, mixed with bread crumbs and chopped nuts and raisins, into which a stick has been inserted for a perch; or tack a clean, firm piece of suet to a fence post or tree trunk; or fill half an orange skin with rolled oats rubbed with peanut butter; or crumble up some nice, greasy corn bread, and then watch your feathered guests by the hour.

Have you ever actually seen the third shutter-like eyelid which birds use when they wink? Hang around a poultry yard for this or visit a zoo, as it is more easily seen in larger birds. At the same time discover which eyelid a bird uses chiefly in closing the eye.

Then proceed to find out how many toes birds have and how they are placed on the perch. Compare canaries with lovebirds for this. Owls have a reversible toe so they can perch either way. It's a thrill to watch the owls in a zoo until you've caught them in both positions—not too easy because so much of the time the body feathers conceal the perch. The shape of birds' feet and bills as correlated with their manner of food-getting and kind of food eaten is a fascinating study.

#### Find Out for Yourself!

For really exciting nature adventures let me recommend you never to content yourself with a passive acceptance of any scientific statement you hear or read. Grab your hat and dash right out and find out for yourself whether it is true or not! Transform the dry, dead fact into a vivid, living adventure for yourself.

One day I read in a nature book that the earthworm cannot progress on glass or other very smooth surface upon which the setae (minute bristles) cannot hold. "Ha," thought I, "that should interest the nature leaders to whom I am to talk this afternoon." I phoned one woman to bring some earthworms and another a sheet of glass, and in due time I explained the fact I had read and proceeded to demonstrate it. The glass was placed on the floor in the center of the circle. The earthworms were placed on the glass. Breathlessly we awaited their frustrated efforts to move across the glass. Picture our surprise and consternation when every little earthworm "pro-

gressed" with speed ("earthwormily" speaking)! We thought it might be because some of the earth in the can still clung to the worms, so an excited delegation took them to the lavatory, washed the worms and the glass perfectly clean of earth (nearly lost them down the drain), and returned in a definitely hilarious mood to the expectant group. The clean, wet worms were placed on the clean, wet glass and again progressed spryly.

Well, that was that! I wrote a merry, saucy letter to the author and received a delightful letter in reply confessing he had read his "fact" in another book and had not experimented to prove or disprove it. Anyway, we all agreed that even an earthworm is exciting and interesting.

That wasn't the end of my earthworm adventures. I heard that in the state of Washington they have earthworms as large as lead pencils, and when they want some for bait they don't bother to dig them but tickle them out of the ground with a mild charge of electricity. Can you picture my impatience to witness that? This was at Fort Lewis before the war. A captain was dispatched to borrow the proper gadgets—two long steel spikes, each with a 50-foot wire attached to a plug that could be screwed into a socket. A mere trifle of drizzling rain did not deter us. With coats over our heads we poured out onto the lawn, plugged in the gadget, plunged the spikes into the ground a short distance apart, and waited with bated breath. At first I thought it wasn't going to work, but after a very few seconds a great shout went up when out of the ground came wriggling and squirming and pouring more earthworms than I ever dreamed (even after reading Charles Darwin) could inhabit a

square yard of lawn. Another time I lay prone on the ground for an hour watching an earthworm eat its way back into the ground. More fun!

### Fun at the Seashore

If you live near the coast there are so many more exciting things to do than just collect and label pretty shells. Only once in my life have I watched a starfish open and devour a clam, extruding its pale, amber-colored jellylike stomach into the clam's open shell, digesting the clam there, and then withdrawing the stomach back where it belongs. Adding insult to injury that seemed to me!

Only once have I watched the entire process of a crab shedding its shell. I have in my collection this cast shell and the preserved and much larger soft-shelled creature that emerged before my eyes. Have you ever sat so quietly beside a tide pool that you could watch a crab eat its dinner, picking bits of seaweed from the rocks and stuffing them greedily into its mouth, first with one large claw, then with the other? Ever fed a sea anemone with bits of mussel meat and watched the sensitive tentacles close over the choice morsel and crowd it down

into the cavity that might be called its stomach? Two pieces, or even four, dropped at once are conducive to confusion for the anemone and heightened interest for the onlooker.

Any time the tide is low enough for you to reach mussels attached to the rocks with tough brown threads called "byssus," you can enjoy the interesting experience of watching a mussel spin fresh byssus. Cut the mussel loose from the rock with a sharp knife and place it in a basin of sea water.

(Continued on  
page 670)



Photo by Edwin Way Teale



# "What's the Name of My Bird?"

**T**HE PHONE RINGS and the family looks at me expectantly.

"Go on, answer it, it's for you," they tell me in sarcastic tones. "Someone's seen a new bird."

I pick up the receiver.

"Is this the Bird Lady?"

"Yes," I say cautiously, remembering the many calls from waggish friends describing a bird with the head of a dove, the body of a bobolink, and the voice of a screech owl.

"I've just seen a new bird. No one around here has ever seen one like it." A triumphant pause.

"Yes?" I say encouragingly.

"Well, it's about as big as a robin," and so on. If my caller is at all observant I can usually furnish the answer. The invariable comeback is, "Is that what it is?" in joyful or disappointed tones, depending upon whether the bird's name is strange or familiar to the questioner. Any bird with "sparrow" attached to its name always receives a dubious welcome. The casual observer does not know that among our native sparrows are species which are still being studied as to nesting habits, food, breeding range, and other particulars.

Last year a new bird invaded the northern part of Wisconsin where I live. This was the tufted titmouse, a relative of our common chickadee. In the South and West it is a common bird, and in its natural range it extends northward to New Jersey and across the country to Nebraska. For a number of years it has been reported as a rare and casual visitor in southern Wisconsin, but its appearance in Green Bay marked its first visit so far north. Everyone at all interested in birds wanted a glimpse of the little stranger with its pointed crest, and the woman to whose feeding stand it came daily was besieged with visitors.

During this excitement a friend called me, telling of her "new" bird. "It has a crest!" she told me breathlessly, and then went on describing the cedar waxwing so perfectly down to the last detail that I thought she was "spoofing" and knew her bird.

"Go on, Doris," I told her. "You know what that is." "Oh, sure," she said happily. "The tufted titmouse."



By CLARA HUSSONG  
Green Bay, Wisconsin

## Other Questions to Be Answered

The questions that come to me are not always of the "what-bird-is-that" type. What to feed young birds who have lost their parents, is one which comes frequently. All parent birds, even the confirmed seed eaters, start their babies on a soft food diet, insects and other bugs. If you can't catch enough flies, mosquitoes, or caterpillars, try scrambled eggs, cottage cheese, and finely ground meat.

For very young birds, everything must be finely chopped. A fellow bird lover in this town raised a nestful of young robins successfully by feeding them chopped angleworms fried with scrambled eggs.

Fixing up a bird's broken wing or leg is out of my sphere and I refer my questioner to someone who has had experience as a bird doctor. What to feed caterpillars, emerging moths, and butterflies, how to rid a house of clothes moths, cockroaches, bats, and flying squirrels, and naming useful books and types of field glasses are among the requests for information that come my way.

Even the crossword puzzle fans find me useful, especially when it comes to Latin names of genera or species. When my inquirer says, "No, no, it must have nine letters, the second one 'T,'" I recognize the puzzle fan and cooperate heartily, for I, too, like to fill in the squares.



### Seasonal Calls

It is obvious that at certain seasons the calls are more numerous than at others. Five or six years ago when starlings first became numerous around here, everyone wanted to know what the strange bird with the short tail and yellow bill might be. An inquirer from a neighboring town sent me a live starling in a shoe box. I guessed what it might be before opening the box, and when I lifted the cover a little and saw the oft-described long yellow bill poking out, my suspicions were confirmed.

Now starlings are as common as robins and house sparrows, and even the children know them. Incidentally, in a survey made by Owen J. Gromme of the Milwaukee Museum to determine the spread of the starling in the state, my report for the starling in March, 1934, was the first written record of the bird for this area. I had lived here only a short time, and the starlings had been here for a

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"Spring, summer, winter, fall — each has its quota of adventures and thrills for those who keep their eyes open for birds. The sight of thousands upon thousands of whistling swans like piled-up snow on the sand bars of the bay is one thrill never to be missed in April. Snow buntings executing their swirling dance in a January snow-storm; blue herons poised motionless in sun-heated shallow streams on a hot August afternoon; wild geese sailing high at potato picking time — all these and many more are events which come every year."

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number of years in scattered flocks, but no one had thought to make a written record of their first appearance.

Some winters, evening grosbeaks, wanderers from western Canada, are very numerous, and at those times my phone rings all day long. At such times I am tempted to say "evening grosbeak" without waiting for a description of the "new" bird.

### Bird Club Organized

Five years ago, at the close of my first night school nature study courses, we organized a bird club. This is a misnomer because on our field trips we study everything from earth stars to fish. New members and visitors sometimes make the mistake of appearing in high heels and "Sunday" clothes, but they never make that error again! Both sexes and all ages are represented in the club.

On our hikes the most studious of us have made

### Wild Duck Reserve at Lake Merritt in Oakland, California



*Courtesy Oakland, California, Recreation Department*

it a habit to identify every bird, bush, flower, insect, or other nature specimen we run across. Recently, on one of these excursions, someone pointed to a tree growing near a fence and asked what species of pine it was. A careless glance showed me a reddish trunk under the pine boughs. "Red pine," I answered promptly. To impress it upon my listeners I walked to the tree, grasped a spray of needles and began:

"White pine always has five needles in a cluster and red has two." I stopped, for I saw that the spray I held was not made up of the long flexible needles of the red pine, but of the shorter spreading needles of the white. Puzzled, I looked again at the trunk and discovered that what I had mistaken for the tree's trunk was a cedar fence post, set under the tree and hiding its real trunk!

"That's bad," my questioner shook his head at me. "It's all right to name every bird and flower and tree, but when you start on the fence posts, that's going too far."

#### Nature Specialization

For the old-timer in nature study whose wonder and curiosity may have become somewhat dulled, specializing in one group or order of plants, birds, rocks, or any other branch, is a good way to revive interest and keep the powers of observation on the alert. The old familiar hunting grounds become new fields again when you try to find all the species of wild mints extant in your neighborhood, or when you are taking a census of grasses at the edge of town. Specializing brings back all the thrills of the old days when discovering Nature was like finding a new and wonderful land.

The summer I devoted to sparrows was an extremely happy one. For years I had known all the common varieties: the song, field, chipping, fox, vesper, tree, white-throated and white-crowned sparrows, but when I began exploring the old marshes and meadows edging the bay, I found some of the lesser-known: savanna, clay-colored, grasshopper, LeConte's and Henslow's sparrows. I made no startling discoveries, but according to Arthur A. Allen, I did accomplish something unique.

In his *Book of Bird Life*, Mr. Allen says he has never known anyone to discover the Henslow's sparrow for himself. Because of the bird's retiring habits and weak song he is seldom noticed among his noisier relatives of the grassy wastelands.

One early spring day I sat under a clump of dogwood listening to birds and watching them

crisscross in flight before me. Watching and waiting is a better method than giving chase, as any old hand in the game will tell you. Suddenly a small brownish bird, unmistakably a sparrow, hopped on a twig only a few feet from me. Which small sparrow has a greenish tinge around its head and neck, I wondered. The bird book answered, "Henslow's." Since then I've seen it several times in its spring migration and have heard it sing its peculiar hiccupping song.

#### City Bird Watcher

In the spring, city parks, gardens and tree-lined streets are as good for watching birds as country spots. One of our local parks is a haven for migrating birds, a sort of terminal where birds rest and feed before continuing their journeys. In the years I have been visiting the park, I have counted ninety species of birds frequenting the place, which is only two square blocks in size and is situated right in town.

While observing warblers there one day in May I was more than usually up in the clouds, revelling in the unbelievably beautiful shades of blue, green, orange, and red that flashed all around me. Field glasses screwed to my eyes, I chased one flaming bit of color after another, not trying to identify any of the dozen or more species, but simply gloating over the amazing spectacle. The voice of a park bench sitter brought me down to earth.

"Seen any birds?"

Are field glasses a necessity for bird study? No, not if you have the time and patience to sit still for long periods, until the birds come close enough for you to note all their markings. Without field glasses, by the time you have learned to know your bird, you will have learned something of its song, its food, and its flight habits as well as its appearance. Glasses do help you to identify a bird much more quickly but, speaking for myself, I know less about the birds I met via field glasses than I do about those I learned to know by the old watching and waiting method.

For the lone lady watcher, glasses sometimes come in handy. Before I had time I used often to see a farmer stop his horses or his tractor when he caught sight of me exploring the roadside or the woodland near the field where he was working. "What can she be doing?" he probably wondered. Now when this happens I merely raise my glasses and look up into the nearest tree, whether there is a bird there or not, and the farmer promptly

(Continued on page 670)

# A Schoolyard Sanctuary

By EDWIN WAY TEALE

**I**N THE SOUTHWEST corner of a country schoolyard, six miles from Peekskill, New York, a simple and interesting idea is proving an eminent success. It is a project that is applicable in thousands of schoolyards throughout the country; an idea of immense importance in the advancement of nature study and conservation. This idea is the development of a miniature living museum and a woodland sanctuary created by, for, and of the children in the school.

The site of this miniature outdoor museum is on the edge of a wood that forms the southern boundary of the schoolyard. The rest of this timbered tract has been left untouched, except for the cutting of nature trails. It provides a natural sanctuary for native forms of wildlife, containing feeding stations and bird houses.

Most of the work was done by the boys and girls of the third and fourth grades under the direction of three teachers. At first, when small parts of the underbrush had to be cleared away where too dense shade existed, boys of the sixth grade helped out. The younger children then added baskets of rich black loam, brought from the interior of the wood. Small granite rocks were collected and used to mark off trails that wind about through the midget preserve. Violets, and other woodland plants, soon were established in the loam of the area.

Work was begun in the fall, and a good start had been achieved before winter set in. Between autumn and spring, several meetings were held to plan what should be done when the snow melted and warm weather arrived again. Nearly fifty children from the third, fourth and sixth grades took part in these meetings and made their suggestions. Meanwhile, several



*Photograph by Edwin W. Teale*

**A story of splendid accomplishment by some school children who became interested in developing a woodland sanctuary and a miniature museum**



*Photograph by Edwin W. Teale*



of the boys were busy with saws and sandpaper, wood-burning instruments and varnish. In the school's woodworking shop, they produced artistic signs to mark the different species of trees found within the confines of the sanctuary. In the same shop, benches were produced from sticks and from selected logs of birch.

To aid in the identification of plant and animal life, additional nature volumes were added to the school library. By the time spring arrived, a schedule of "Things to Do" had been worked out, with the best time for doing each decided upon in advance. One of the first jobs was putting up a large sign reading: WILDLIFE SANCTUARY. It was created from pieces of birch nailed to a wide board that was hung by wires between two oak trees.

Since that day steady progress has been made. Half a dozen bird houses, built by the children, have been put in place among the branches of the trees. New plants have been added to the sanctuary collection—lady's slippers, Jack-in-the-pulpits,

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wild geraniums, hepaticas, wild columbines, wood anemones, rattlesnake plants and various species of wood ferns. As the project has advanced, interest has spread outward from the school.

A local florist contributed needed birch logs, and the community librarian suggested books that would be helpful. Children talked about the sanctuary at home and parents came to see it. Thus, the older people of the community as well as the children are being educated in the needs of conservation.

Within the area of the sanctuary, pairs of towhees, scarlet tanagers, wrens and robins have built their nests. The home life of the tanagers, which the children could observe clearly by sitting on the ground beneath one of the oak trees, provided a living serial story that continued from day to day. Another event in the sanctuary was the sudden appearance of thousands of winged ants from the decaying stump in which a colony had made its home.

Rabbits, chipmunks, gray squirrels and even a



Photograph by Edwin W. Teale



wild deer—which appeared at the edge of the woods one autumn day with its fawn—are among the animals encountered. Wood frogs and box turtles, tree frogs, garter snakes and salamanders, have put in an appearance from time to time. One tortoise became a special pet, occupying a terrarium in the science room.

In numerous ways school work and the sanctuary have been linked together. In teaching science study, instruction in natural history is largely based on the wild life found in this fragment of woodland and the timbered area beyond.

Other classes than those in science have derived benefit from the schoolyard corner sanctuary. English and drawing had their day when the children of the fourth grade produced a twenty-two-page mimeographed book to tell the story of the project. Called "The Garden of Thrills," it contains drawings and descriptions of the main flowers and birds found in the preserve, a record of the development of the idea, original poems by the students, and plans for the future.

All in all, this small area at the Putnam Valley Central School has paid high dividends. The project has been neither expensive nor difficult. It is one that might be duplicated at almost any country school. Few things would contribute more to the cause of nature study than the swift spread of this idea and the appearance of similar schoolyard sanctuaries in all parts of Canada and the United States.

In such a program are the fundamentals of conservation a subject of vital importance.

Additional information on such nature laboratories as Mr. Teale describes is to be found in a report by Reynold Carlson, who has the following to say about school outdoor laboratories and other phases of a nature program for children:

Schools have long recognized the need for first-hand nature experiences for children as a part of their education. School gardens, school camps,



Photograph by Edwin W. Teale

outdoor science and nature laboratories, and school museums have been established. One of the significant expansions in recent years has been that of school forests and outdoor nature areas as a part of the school program. In 1943 there were 841 school forests reported in the United States. Wisconsin, New York, and Michigan have led the way in the acquisition of school forest lands. In Wisconsin, cut-over, tax-delinquent land was acquired by school boards and designated as school forest land.

The school forests have generally served as illustrations of forestry practice. In addition, in many cases they are used as outdoor laboratories for nature study by younger groups, and for the study of botany, biology, entomology, and geology by older students. Such areas also meet recreational needs by providing spots for picnicking, camping, fishing, swimming, and other outdoor activities for community groups.

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# "The Wearin' o' the Green"

**T**HE IRISH rightly claim St. Patrick as patron saint of their country, and they delight to honor his memory in the many ways to which we have all grown accustomed. Above all, they "wear the green." A sprig of shamrock worn conspicuously is the insignia of a true Irishman anywhere. There are colorful parades in many places; social affairs in homes or places of public entertainment. They talk about the good saint of Ireland who built churches and converted the country to Christianity. They know the legends of the home of their forefathers and repeat them to their children.

The rest of us of other nationalities like so many of the ways in which the sons of Erin celebrate St. Patrick's Day that we fall in and use green in our party decorations and give St. Patrick's Day almost as much observance as the loyal Irishmen of our community do. Here are a few suggestions for a party.

## Invitations

A shamrock, cut from either white or green cardboard, may carry the message, or green St. Patrick's hats can be cut out and mounted on white cards:

O,....., dear, and did you hear  
The news that's goin' round,  
We're givin' a party  
For St. Patrick and his crowd  
at

..... (Place) .....

On..... (Date, time) .....

## Decorations

Shamrocks, pipes, hats, and snakes cut from green paper and displayed about the party room, dangling from the ceiling, on walls, curtains, and lampshades, give a festive air. Jonquils or other spring flowers may be used as a center piece for the table, with green candles stuck into candleholders made from Irish potatoes. Cardboard shamrocks may be cut out and will serve as place

**A date ever to be remembered and joyfully celebrated — March 17th, St. Patrick's Day**

mats, or a white tablecloth decorated with gummed Irish cutouts, bought at low cost from any novelty store, would

be appropriate for the occasion.

Green, orange, and white are the usual colors used in decorating for the St. Patrick's Day party room, with green predominating, of course. Small Irish flags may be stuck into flower pots and used as place cards by sticking a flag into a green gum drop and fastening the gum drop to a plain white card on which the name of the guest is printed in green ink. Green crepe paper can be bought and cut into streamers which may be twisted and hung about the room.

## Games

**Blarney Stone.** It's the famous Blarney Stone that begins the fun. Players have to talk and act quickly to avoid paying forfeits in this lively game. The group is seated in a circle. A small stone, the Blarney Stone, is passed around. As each person receives it, he must wish aloud something for his neighbor to do. At unexpected intervals the leader blows a whistle. The unlucky person caught with the Blarney Stone must execute the wish expressed by the neighbor who passed the stone to him. You may look for some hilarious stunts if the players are in the right mood for this game!

Play until six or eight have performed.

**Irish Sweepstakes.** Players are arranged in relay formation. In turn, they sweep a small wooden stake to the goal line with a broom or stick. Upon returning to the starting line, the next person in line is given the broom and stake. Green candies make a suitable prize for the winning team.

**Shamrock Hunt.** Hide many little green paper shamrocks about the room. On each one letter a G or an S. When the hunt is over, each person counts the number of sham-



rocks he has found. The one with the largest number is the winner. Now ask each player to count the S's or G's and to form two teams, the Greens and the Shamrocks for the next game.

**Irish Bowling.** Set up ten soft drink bottles in bowling formation in front of both teams. Each team appoints a scorekeeper. One point is scored for each bottle overturned by a potato which is rolled on the floor from a line 15 feet away. One chance is given to each person. Scorers keep a record of the total number of bottles knocked over, and the winners receive a prize of homemade potato candy.

**Cork Cargo.** Divide the players into relay formation. Give the first person two toothpicks, a paper Dixie cup, and ten tiny corks. Give the second person another paper cup. On the word to begin, the first person lifts a cork from his cup to number two's cup by picking up the cork between the toothpicks. This action is repeated until all of the ten corks are passed to the next person. The empty cup is now passed to the third person in line, and the passing by toothpick process is repeated by the second person in each line. The relay is over when the last person in line carries the paper cup containing the ten corks to the front of the line.

**Buying Paddy's Pig.** Give each person ten beans and five small pig cutouts. Announce that the players will have ten minutes to see who can get the most beans and the most pigs by selling the pigs for as many beans as possible, and buying other pigs for as few beans as possible. Give a pig bank to the winner.

**Utensils for a Mulligan Stew.** Divide the group into two lines by having them count off, the one's forming one line and the two's forming the other. Place a chair at the end of each line. The first person of each line is given a pie pan with one of each of the following articles: tablespoon, salt shaker, small strainer, egg beater, teaspoon, and an individual pie pan. At a signal, the articles are passed, one at a time, to the other end of the line. Each player's hand must touch each article and the next article is not started until the preceding one gets to the end person, who places it on the chair beside him. After all articles have reached the end, the last player immediately starts the articles back to the leader. The side wins which gets all the articles back to the leader first.



Print by Gedge Harmon

**Shamrock Contest.** Give each contestant a green paper and a pencil, and give a prize for the best man or animal made by using shamrocks for the bodies, legs, arms, and heads.

**Irish Words.** Prepare as many slips containing a letter of the alphabet as there are players and add an extra set of vowels for each alphabet. Separate alphabets are on different colored paper or are written in different colors. Each player may be provided with a blank card. A letter slip is pinned on each player. Four or more players link arms to form a word, which must relate to the day (Irish, Saint, pig, etc.), and go to the group leader who writes the word on the card of each member of the word. They then disperse to form other words. Players in each alphabet group work together and the group wins which has the highest total of eligible words.

#### A St. Patrick's Menu

*Shamrock Sandwiches* (Cream cheese colored with green, spread on bread cut in shape of shamrock)

*Irish Crisps* (Potato chips)

*Green Delights* (Olives and pickles)

*Patty's Cupcakes* (Chocolate cupcakes with green frosting topped with a tiny Irish flag)

*Pistachio Ice Cream*

*Mint Tea*





*Photo by Reynold E. Carlson*

# Pets in the Home

*By* REYNOLD E. CARLSON  
National Recreation Association

and animals have been between man and his dog and man and his horse. While the horse has been used primarily to help man with his work and as a means of transportation, the dog has usually been man's companion primarily because of the personal satisfaction man has received from that relationship. The dog has flattered man's vanity and has been more able than any other animal to adjust himself to the ways of man, forsaking his own kind to enter man's household. He has given not only companionship but also partnership in play. "A man's best friend is his dog" may not be literally true, but the loyalty, affection and understanding that many dogs demonstrate have made the dog the most universally appreciated pet in the animal kingdom.

Though the cat, too, has always been a favorite home pet, it has not given man the flattering attention he has received from the dog. Beautiful to look at and pleasant to caress, the cat has, in man's belief at least, merely tolerated him as the source of food and shelter. There is seldom the sympathetic understanding between cat and man as between dog and man. The cat receives attention; the dog both gives and receives it.

**Farmyard Animals.** Many farmyard animals and dwellers of woods and fields make excellent and interesting pets. "When is such an animal a pet?" might well be asked. When we achieve a personal relationship with an animal which gives satisfaction without ulterior motives, that animal may be called a pet. Ducks, geese, chickens, rabbits, sheep, calves, and even pigs have attained the status of pets.

One of my pleasant memories is of a young pig that became a camp pet. In the region of our camp a number of escaped pigs had "gone wild." Some of the older campers discovered a sow with a litter of young. After hours of pursuit, they captured

**T**HE TODDLER reaches out chubby arms to embrace his dog or cat. The old man sits quietly by the fireside with his dog curled at his feet. For them and for all the ages between pets afford pleasure, companionship, and love far out of proportion to the troubles involved in their care. Few indeed are those persons to whom the possession of a pet—be it dog, cat, bird, wild creature, or even unresponsive goldfish—does not bring an enrichment of life and a greater understanding of nature's ways.

For the child particularly is pet ownership important. The child who has never had a pet has missed one of the great opportunities for learning which can come from caring for, playing with, and watching animals; he has missed the solemn responsibility of having another living creature dependent upon his care; and he has missed one of the keenest joys of childhood.

## What Animals Make Good Pets?

**Dogs and Cats.** It is said that historically the longest close unbroken relationships between man



one of the young and brought it back to camp. Within a few days the piglet was following at the heels of the boy in whose care he had been placed, and even at evening campfire programs and outdoor religious services he was close at hand. At the end of the camp season the pig had to be left behind in the hands of a farmer, but such affection had been aroused by that clowning porker pet that there were tears in the eyes of the boys in parting.

**Wild Animals.** Of the wild animals there are many that make admirable pets, provided the owner properly understands their capabilities. He must not expect virtues in wild animals which they do not possess. Particularly he must take care not to mix certain animals that through generations of wild life have been natural enemies. Even though there are a few cases where the animals may become friends, generally it is impossible.

Wild animals taken while young may make good pets, whereas adults of the same species seldom attain that distinction. In selecting young animals it is important that they be old enough to survive without their mother's care, and yet young enough to adjust to the new situation.

In many cases wild animals may attain the status of pets without ever being touched or confined by men. Such is the case, for example, with some of our squirrels, who may adjust themselves to us in our backyards and parks, losing their fear sufficiently to take food from our hands and giving us the opportunity to watch them close at hand. Such pets are generally better off when free to come and go.

Some of the mammals listed below have made good pets where conditions for proper care were available.

**Red squirrels.** These squirrels tend to be nervous and excitable.

**Gray squirrels.** Less nervous than the red squirrels, these respond well to outdoor "taming."

**Flying squirrels.** Because of their nocturnal habits these squirrels do not furnish daytime amusement. They are, however, extremely interesting animals.

**Mice.** White-footed and meadow mice are often kept in captivity.

**Raccoons.** Young raccoons make excellent pets, but because of great activity and thieving habits they cannot be allowed the run of the house.

**Skunks.** Contrary to common belief, skunks make fine pets. If the scent glands are removed, skunks may have the run of the house much like cats. Home-raised skunks may be kept without the removal of scent glands. However, accidents might happen if the animals are suddenly frightened.

**Woodchucks.** Raised from babyhood, woodchucks are good pets. They seem to enjoy handling.

**Birds.** While canaries, love birds, and parrots are the most usual pets among the birds, there are other possibilities in the bird world, particularly if the pet "owner" does not insist upon keeping his pet in captivity and is content to have him in his yard.

Birds combine beauty of feather, form, and song, with grace of movement. In addition, most birds have economic value as destroyers of noxious insects and weed seeds. As a result, most of our wild birds are strictly protected by state and federal laws which prohibit killing, trapping, or keeping them in captivity.

Though most of our birds cannot be kept as captives, birds can be attracted to homes through judicious plantings, feeding trays, and nesting devices, even in our largest cities. Nesting boxes

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**Young 'coons make fine pets. But watch out for their thieving ways.**



Photo by Reynold E. Carlson

# Honors to a Recreation Park

By OLIVE PEARSON RICE

**S**TANLEY PARK in Westfield, Massachusetts, has received

for the second consecutive year one of the coveted plaques awarded by the National Victory Garden Institute of New York to industrial and other organizations throughout the country which contributed vitally to the Victory Garden program. Stanley Park bows in grateful acknowledgement of this national honor.

Yet this forty-acre park didn't start out to be the "common or garden variety," though it has been glad to step out of character for the duration to aid in the war effort. For this divertimento, the eighteen acres of cleared land which had been apportioned for a bowling green, football and base-

ball fields, tennis courts, horse-shoes, dance floor, playground,

and what not, were all ploughed under when Uncle Sam called for help for his food program, and these acres have been nobly bearing fruit, or rather vegetables, for the market baskets of the townsfolk.

Comparatively new, this park, which has twenty-two acres of forest including thirty-five varieties of trees, a holly dingle, a lake, and the "Enchanted Oak" with its encircling grove is a project of Frank Stanley Beveridge, president of the Stanley Home Products, Inc., of Westfield. Its purpose is to provide recreation facilities for the 5,000 dealers

when they visit the home office from all

"Happy voices of the employees and their families rise spontaneously from the boats on the lake"



over these United States, and for the hundreds of local employees in their free time.

Parties galore have been staged in its dells, and the happy voices of the employees and their families rise spontaneously from the picnic grove with its fireplaces, and from the boats on the lake, to greet the stars. Construction of an open air amphitheater to accommodate a thousand people had to be dropped when bombs fell on Pearl Harbor, but the silviculture around the area is shaping up and the structure will come into rapid completion with the cessation of hostilities abroad. When the park is ready, its facilities will be thrown open to the public at large so that groups, organizations, and institutions may avail themselves of the park privileges for recreational and educational purposes.

Mr. Beveridge is a great lover of flowers and nature as a whole, and some years ago had a greenhouse erected on his business acreage to provide an abundant supply of cut flowers and flowering plants for the offices and for certain special occasions in the town. In charge of this he placed an expert horticulturist who, with the aid of two assistants, not only keeps the flowers and plants blooming the year around, but produced 10,000 tomato and 5,000 pepper plants from seed in the hothouse, and between 4,000 and 5,000 cauliflower and cabbage plants designed to supply both the factory's Victory Garden and the 148 individual Victory Gardens of the employees.

The employees' Victory Gardens, which took up every available bit of land around the several factory buildings, flourished, and the eighteen acre recreation-park-company-garden produced abundant yields of tomatoes, potatoes, cabbage, corn, beans, cauliflower and peppers, among other things.

What about the manpower shortage in such an undertaking? Volunteers were recruited from the factories to work in the factories' recreation park fields during the growing seasons, instead of at their inside work. Came the harvest moon, and the company proudly held a Victory Harvest Festival at which prizes were awarded. Deserving of honorable mention among the contestants was one woman worker over sixty years old who won twenty-six prizes and over \$75 in cash for her bit in the war effort!

Stanley Park came into being as a direct out-

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**Stanley Park in Westfield, Massachusetts, for the second time has won national honors for its contribution to the war effort through the cultivation of Victory Gardens. After the war it will serve employees of Stanley Home Products, Inc., and townspeople as well, with a greatly expanded program.**

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growth of Mr. Beveridge's business policy. Business is a means of helping people, Mr. Beveridge explains, and the more helpful he has tried to be the more success has come to him. In less than fourteen years his brush business has expanded from an old tobacco shed in 1931 to its several

humming factories of today which are partially engaged in war work, making bronze brushes for .50 calibre guns. These are used to clean the barrels of Thompson sub-machine guns.

Again his fine business policy functions in his postwar plans, for of the 100 men from the factories and the fifty men from the field in the armed forces, every man's job awaits his return. This promise was given long before Uncle Sam made the matter obligatory. Furthermore, the men who will be replaced by the returning veterans after, and during, the war, will all be kept on in the company, and some of them plan to go to work in the park project which will then begin to swing into its full stride.

When the peace is won and the brave men return to civilian life, then the Stanley Park Victory Gardens will doff their war dungarees and become again a reservation for various recreations and sports. This year the ground where the amphitheater is being developed will be reseeded and arbor vitae planted on each side. In the rear will rise graceful Lombardy poplars. This amphitheater space, cleared in the midst of the woods, is lovely even now as the sunshine comes filtering through the oaks, birches, and pines. The forest and parkway is a rendezvous for a great variety of birds and other wild life. In the springtime the forest floor is covered with a colorful assortment of wildflowers, including the pink and yellow orchids.

Already paths, named for various zones, have been laid out through the woods. For instance, there is the Texas Trail, fashioned after southern trails, which winds its way past the holly dingle where grows the holly tree sent on from Trenton. The tree is carefully covered in winter and comes through beautifully in spite of the general opinion, "it can't be done." Other trees and shrubs such as thorn apple, swamp pink, and laurel give variety to the trail. The park maintains its own tree nursery.

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# Nature Recreation

**A**S PARK ORGANIZATIONS, we have always stood for joy and relaxation, both of which were services of inestimable value to our communities. This promotion of physical and mental health will and must always be one of our prime concerns. However, in order to base these upon a lasting foundation, we must offer our citizens opportunities for nature education. The recent depression showed us that we as a people had relied very much upon what might be called "man-made recreation." Golf balls, transportation to the links, tennis balls, stringing of tennis rackets, admission fees for movies, theaters and concerts, purchase of wood, metals, paints, wools for craft work had suddenly become financially impossible and we were left high and dry.

There are some resources which no depression can take from us. No depression can deprive us

of our trees and flowers, insects, birds, sunsets, stars, and storms. To thoroughly enjoy and appreciate these one must be intelligent about the marvels of nature they demonstrate and represent. We must, therefore, help our youth and adults to view the beauties and wonders all about, not only in a sentimental manner but with intelligent appreciation. It is the latter that gives the deep and lasting joy.

Our national parks are setting a grand example in this field of education. Many local park systems have made most commendable beginnings along this line. However, we are all agreed that we still have a far way to go to meet all the possibilities open to us through maximum and new uses of our facilities.

It is we who control the facilities which can bring this joy through nature into the life of



*Courtesy Oglebay Institute*

"There are some resources which no depression can take from us"



America. A serious responsibility rests upon us. We must evolve a program of nature activities and of cooperation with other educational and recreational agencies.

#### Contacts with Nature

We must re-establish the contact between our people and nature: re-establish because to our forefathers nature was a close ally. Primitive man was totally dependent upon nature. It was very necessary that he know the habitat and ways of beast, bird and fish. He was dependent upon them not only for food; their hides and feathers gave him clothing, shelter and covering; their bones provided weapons and household implements.

Through his knowledge of clay he was able to meet his household needs of pottery. Knowledge of rocks and minerals provided weapons, tools, household utensils. Reeds, willows, grasses and fibers provided mats and baskets. Hemp, cotton, wool were fashioned into fibers and woven into fabrics on crude looms. Nature supplied the dyes. Designs for pottery, fabric, and other materials were nature-inspired. Plants were cultivated for food. Herbs, leaves, barks, blossoms were known for medicinal values.

Much of these nature contacts figured also in the lives of our forefathers. They, too, hunted and raised their own fish and meat and knew the processes of preserving them. The woods were known to them for berries, fruit, herbs and medicinal plants. Homespun and home-dyed fabrics were one of the many arts and crafts of the housewife. Yes, our rural forebears, being dependent upon nature, knew not only its resources but its laws.

The machine, household appliances, highly mechanized and organized life have stepped between us and nature. We are ignorant of its phenomena and laws. Be that as it may, the phenomena and laws still exist. Most of our economic, social and physical ills are results of our having disregarded or sinned against some law of nature. What joy, what inspiration, what spiritual values have been lost as a result! It is within our power as park folk at least to partially atone for these lost practical contacts with nature by substituting in their place educational and recreational nature activities.

To tell in detail how to accomplish this would necessitate a textbook or series of textbooks of no mean volume. In fact, there already exists a

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steadily growing literature on the subject. The best this report can do is to enumerate activities to promote this aim.

#### Various Park Areas and Features

Our parks must have areas

of different types for different aims.

1. There must be areas and conservatories enjoyed for their horticultural beauty.
2. If possible there should be a zoological garden.
3. There should be play areas.
4. There should by all means be reserved, no matter how small in area, a section in which nature has not been disturbed by man's handwork.
5. While every one of these park sections should have their educational values emphasized, there should be in addition to them what one might term special educational facilities—field houses for meetings, trailside museums, fireside council rings for outdoor day and evening gatherings, observatories for informal star gazing and formal astronomy study.

Every park system has its beauty areas. They were our traditional beginning. Many systems have zoos. It is sincerely hoped that all systems have outgrown the "keep off the grass" stage and made areas available for swimming, play and active picnics.

The peasant homes in Bavaria have a traditional corner in the living room with a simple altar, generally only a shelf on which is a crude crucifix and a candle or two with a holy picture on the wall above them. This corner is known as the "Herr Gott's Ecke" or "God's Corner." Not all our park systems have seen the value of Section 4 of the list suggested—a section which might be likened to the Herr Gott's Ecke of the Bavarian home—a plot sacred to nature. Section 5 is where we are all found wanting. In sections four and five lie the great challenges of our future programs.

Following is a list of suggested possibilities for a practical, popular educational park program:

**Nature trails**—marked with simple, short, easily legible markers.

**Trailside museums**—any type, from glass-covered bulletin boards or glass cases out in the open to three-sided shelters with shelves, tables, bulletin boards, and provision for wall specimens. Exhibits should at all times have interesting labels. They should not always be definitely informative, but should occasionally take the form

of questions or suggestions provoking research, thought and discussion.

**Lists** (in several prominent locations in the park)—of every type of tree and shrub found in the park, each type having its individual number and several fine examples of the same tagged with this respective number. The same should be done with plants and flowers, whether they be cultured or wild. It would be well to prefix the numbers of the plants and flowers with the letter "P," so that they will not be confused with the tree and bush markers.

**Special groups**—tree associations, Shakespeare gardens, kitchen herb gardens, medicinal and pharmaceutical gardens, gardens of herbs and plants used by the Indians. Again these should be enhanced by interesting, informative labels.

**Nature sketching and modelling classes**—conducted with the co-operation of the public schools and art schools.

### Evening Activities

Most of our park activities take place during the day time. If we are to reach the greatest possible number of people we must add evening activities to our program. To best fill this need necessitates a field house. Much can be done, however, along the line of talks and lectures in a very intimate and charming way at a camp fire surrounded by a rustic council ring.

This need for evening gatherings might be met by using the bandstands which almost all parks have in various forms, from the traditional covered stand to the more elaborate band shell. The use of these structures has been more or less limited to musical and dramatic events. While this type of park activity scarcely fits into a nature recreation program, it still can be made of decided value for their promotion. There is no reason why

these bandstands cannot be used for nature lectures and nature motion pictures.

How many of us use our concert audience for park promotion? To allow a park concert or opera to pass without telling the hundreds of people of the audience something about the park system or interesting seasonal features is to miss a great opportunity. Many of these concert goers have no other interests in the park system's program features because they are not aware of their existence.

### Extension Activities

Park Activities should leave the confines of the

park and go out to the people instead of depending upon the people coming to them. Invitations for lectures, exhibits and demonstrations, showing of motion pictures of park activities should be sought from schools, churches, clubs, luncheon clubs, civic associations, etc. Such engagements are splendid promotional as well as educational ventures. It pays to keep the citizenry informed and enlightened.



Every park should have its trail-side museums with exhibits marked with clear and interesting labels

### Field Houses

A field house could be the meeting place for children and adults with varied nature interest. Such a house should have a lecture room with a seating capacity for about 150, with motion picture equipment, simple stage, photography developing room, lapidary laboratory. Such a building would serve nature clubs, garden clubs, zoological clubs, astronomy clubs, geology clubs, botany clubs, nature camera groups, lapidary clubs, nature motion picture nights, children's story hour, special nature lectures, musical evenings of nature songs and phonograph records of compositions based on nature themes, evenings with nature poets and authors, either as reading groups or personal appearances.

Such field houses would be greatly enhanced by

a library of nature books and periodicals. The field house should have an exhibit room for seasonal and occasional exhibits gathered and arranged by the various groups meeting at the park.

### Publicity Sales Materials

Ink is a good investment. Bulletins, be they a single mimeographed sheet or a commercially printed pamphlet, can greatly promote a park's educational program. The most valuable publications are not those which are simply narrative or descriptive, but are those which serve as guide outlines or research promoters for trips through the park. Visitors and picnickers would enjoy being handed a simple mimeographed slip sending them out on a tree hunt, a flower trail, or treasure hunt. A simple outline map of the park with stars showing the location of interesting features worth seeing, without telling what they are, are bound to arouse curiosity. Labels should give the story. Such mimeographed material should be written in catchy manner to arouse curiosity.

Attractive postcards of park views and features are splendid publicity agents. Paper weights, key rings, charms, etc., of zoo animals are often very welcome to visitors who desire to carry away a remembrance. Small framed pictures of flowers, trees, nature scenes are silent teachers. Such sales material can be made the source of income, but even though there be no financial gain connected with them, the publicity they give the park would be remuneration in itself.

### Park History and Interest Spots

The past history of the land comprising the park area or areas should be obtained back as far as possible and made available to the public through leaflets, bulletin boards, or both. Many farms purchased were at one time or another the home of interesting old settlers, were the scene of interesting events—Indian experiences, war events, historic happenings. How many visitors to Chicago's Lincoln Park know that a portion of the park area was once a cemetery on the outskirts of Chicago.

When purchasing farms for park purpose, we unthinkingly raze all buildings on the same, not having in mind that many modern children and even grown-ups have never seen a barn, a corn crib, a mill, a well, a pump or trough. Preservation of these should figure in an educational park program.

The history and background of the name of the park should be ascertained in detail and form a part of the park's educational program. This is especially true if the park is named after an individual. Should there be statues or monuments in the park, they likewise should have their story on record—name of the sculptor or designer, occasion for its erection, financing or donor, materials used and source of the same, biography of individuals involved, or story of the event commemorated.

### Zoo Activities

A zoo should be more than a collection of animals interesting to watch especially at feeding time. Again labels have a definite mission. They should tell more than just the name of whatever may happen to be in the respective cages.

Conducted zoo lecture tours at stated hours, special lectures on interesting specimens could be given in the zoo lobby or special lecture room both during the day and at night. There might also be

1. Special performances at stated hours by any trained animals that might be members of the zoo
2. Barnyard zoos for benighted city folks
3. Traveling zoos or barnyards to city playgrounds
4. Zoological societies
5. Children's zoo clubs

### Camping

One of our greatest opportunities for promoting nature recreation is presented by facilities for overnight and week-end camping.

This is truly bringing individuals in touch with nature. The starry night, the morning dawn do not feature in the life of the average city boy and girl. Add to a full day and a night of contact with nature the social values of group living, and you have an experience which is difficult to equal through any other medium.

A simple hut with indoor fireplace for inclement weather and winter camping, an outdoor fireplace for cooking, a good water supply, and sanitary toilet facilities are the physical requisites. There should be cots, if possible blankets, dishes and a simple equipment of cooking utensils. Facilities for twenty is the ideal size. Over and above equipment and facilities, stand regulations that groups who are granted permission to use the same always come under reliable adult leadership.



### Returned Servicemen

The thousands of young men who are now in the armed forces have had physical training and sports, forming a very vital part of their program. They have learned the values and the joys of these activities, and will have a desire to continue them in one way or another after their return to civilian life. Who can better satisfy this desire than we park people with our play areas, ball fields, links, swimming pools, and game courts of various types. We must provide opportunity for all types of sports and games, from the very strenuous to the less strenuous, according to the desires and interests of the players. Our men as a whole are returning in finer physical condition than they left, and it is up to us to provide for them the opportunities to so keep themselves.

### Rehabilitation of Servicemen

There will, on the other hand, be some who will return in a less fortunate physical condition. They will have much leisure time on their hands which can either be invested for joy and physical profit or can become a bore and nervous irritant. What can be a better source of relaxation than a program of nature activities? What can be a better nerve restorative than a park with its fresh air and its beauty, providing the same is manned with friendly and understanding workers, and facilities to occupy their hands and minds.

### Retired Citizens

A new group of park constituents is making itself felt more and more, namely, the retired citizens. Labor legislation is increasingly dictating to workers a retirement age, which in many places has already dropped to 60 years, with an even younger age in the offing. We as park people have wonderful opportunities to make the years of retirement years of contentment, joy, and democratizing fellowship. It hardly need be mentioned that the type of activity for this group will needs be of a passive nature, requiring an inviting game and reading room for inclement weather, and an outside gathering place for sunny days. This group will have to be in our thinking when planning grounds and buildings. Stairs must be kept at a minimum, and ramps with easy incline provided.

### Conservation

Your committee has a firm conviction that an interesting program of nature recreation activities

can be made the source of great leisure time joy. In addition, it will bring with it mental, spiritual, social and civic values. Outstanding among the latter stands the matter of conservation. We preach conservation, we make the teaching of it in our schools obligatory by law in some states.

To conserve means to protect. One is not apt to protect that for which he has no special love. One is not apt to love that which he does not know or understand. To know and to understand nature is bound to result in love and admiration for it. Therefore, our safest promotion of conservation is to bring our boys and girls into close contact with nature at the very earliest age and all through their school and their leisure time life. A by-product of this conservation interest is very apt to be a greater respect for and conservation of park property, something devoutly to be wished.

Your committee realizes that this report contains many what's and why's and few or no how's. As mentioned before, help regarding the latter can readily be obtained through study and reading.

### Future Aims

Our hope is that this report will spur us on to greater efforts to so construct our parks and so conduct our programs that we may have to our credit many seeing eyes, listening ears, understanding minds and hearts, individuals more closely in tune with the Infinite because of what our parks have offered in nature recreation activities.

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NOTE: This report of the sub-committee on Public Education and Interpretation of the Educational Committee of the American Institute of Park Executives was presented at the convention held in Indianapolis September 25, 1944. The original report was written by Dorothy Enderis, Director of Municipal Recreation and Adult Education, Milwaukee Public Schools. It was then submitted to the other members of the sub-committee who gave their suggestions. The final report is therefore the result of the thinking of the entire committee. Opinion was expressed at the convention that the report constituted a most effective summing up of the desirable educational and interpretative park programs. It was approved by the sub-committee and will receive further study by the Executive Committee of the Institute.

# Victory Gardens—1944 Model

**"S**PEED THE PLOW across the field. Break the sod and sow the seed." Here's good advice to Victory-Gardeners-with-a-Plan, if it can be followed. And following it was the problem for the 1944 Victory Garden Committee of Oak Park, Illinois.

The Committee had a plan. The plan called for bettering 1943's record of food grown; to get every vacant lot in town sown in vegetables. If the plan was to be successful, people had to get plenty of seed and plants in the ground early in the season. Before the seed and plants could be put in the earth, the land had to be plowed and cultivated. There was the rub!

In 1943, the Victory Garden Committee (composed of members of the Park Board, the local Garden Clubs, the Chamber of Commerce, the local press, the Public Service Company, interested people in the community) had hired a farmer to prepare the available ground for gardeners. But farmers have their own jobs to do and the community victory garden suffered perforce. The Committee, meeting early in the spring of 1944, wracked its collective brain to see what could be done. The Park Board had an old Fordson tractor, but it wouldn't carry a plow so it didn't help matters much. However, the same Board needed a new tractor for its own use and agreed to buy one if WPB would grant the priority. WPB did, and by April a new tractor with plow attached was ready to go to work.

Five hundred and twenty-seven vacant lots, 25' x 125', were made ready. On them 1,190 families went to work. What's more they kept at it! All of them did a real job on those strips of land. Nor was that all. In addition to the community gardens there were 3,482 backyard gardens worked by individuals or by families for their own satisfaction and on their own initiative. Each of these individual plots averaged about 15' x 20' in size. These figures are no guesswork, either, because each one of those gardens was registered!

Registration of the individual gardens was part of the Committee's plan for the year, but it looked at first like one of those Herculean tasks best left unattempted. Time, after all, was at a premium, and it would take time to get the data necessary for registration. But Yankee ingenuity is still very much alive in these United States, and this was a



*Print by Gedge Harmon*

**By KARL F. JOHNSON**  
Superintendent of Parks  
Oak Park, Illinois

real community-wide project. Somebody had the bright idea that every home in Oak Park had a water meter which was read periodically. Why couldn't the Water Department readers register the gardens when they read the meters? They could. They did. They did a good, accurate job of it.

## Then Came the Festival

By early June the Victory Garden program was in full swing. Early vegetables were coming in and pests were rearing their ugly heads and being conquered by eternal vigilance. The Committee began to make plans for a Victory Garden Fall Festival. The Festival's dates were set for September 8 and 9. The place for its holding was to be one of the school gymnasiums. Gardeners were urged to grow one or two exhibition vegetables. Flowers, too, were placed on the exhibition list—both specimen blooms and arrangements. Ribbon awards (blue, red, yellow, white) would be made. There would be a Junior Exhibit in which individuals or youth groups could exhibit and receive awards.

*(Continued on page 666)*

# Herbert Lee Pratt

ON FEBRUARY 4, 1945 the National Recreation Association and the whole recreation movement lost a good friend in the death of HERBERT LEE PRATT.

In the early days of the Association Mr. Pratt was one of the nationally known business leaders who believed in and helped to finance the National Recreation Association. Herbert Pratt was a generous contributor for thirty-five years. He not only gave generously himself, but took delight in enlisting the interest of his friends. As the Association's sponsor in New York City for a number of years, he greatly enlarged the Association's support.

As President and later Chairman of the Board of the Standard Oil Company in New York, Mr. Pratt's statements in behalf of recreation carried great weight. On one occasion Mr. Pratt wrote: "One has but to drive through our cities and countryside to see the wonderful development of parks and playgrounds which have been laid out during the past three years. . . . I repeat again that I believe much, if not all, of the incentive which brought about those developments, was furnished by the Playground and Recreation Association, which was followed by the National Recreation Association. . . ."

Some years later after Mr. Pratt had retired from active leadership in business, he signed the following statement in answer to a question that had been asked him as to the relative importance of teaching young people to work:

"The question has been raised as to whether the increasing number of recreation facilities are desirable. One man asked me recently whether we should not emphasize more strongly teaching young people to work rather than giving so much time to recreation. I replied to this man, that although I go around New York and other cities and see more parks and play-



grounds than I do factories, and although we may think we do not like it, yet we have got to remember that recreation is here to stay. We are living in a new order. Life is not all work: neither is recreation unimportant. The fact is, recreation is going to have an increasingly important place. What we need to remember is that sound play habits are just as important for living as sound work habits. I think we ought to realize that sound work habits can be taught along with sound play habits. Our young men and women should be giving thought and time to the problem of how to utilize parks and playgrounds and other recreation facilities to make better citizens."

Herbert L. Pratt was also deeply interested in education, especially

physical education, serving on the Board of Springfield College and Amherst. He and Joseph Lee worked together in securing funds for Springfield College. He believed deeply in the contribution to physical education research which Dr. James H. McCurdy of Springfield College and also the Board of Directors of the National Recreation Association were carrying on.

Herbert Pratt believed himself in obtaining a full measure of joy out of life. He was deeply interested in the outdoors—in hunting, fishing, gardening, and yachting. Among his other interests were the Young Men's Christian Association, the American Wild Life Association and the Metropolitan Museum of Art.

Herbert Pratt was always ready to discuss with staff members of the Association the problems of the recreation movement. He was especially interested and urged that younger men and women be found to give leadership to take the place of some of the outstanding leaders who had helped in the beginning. He took particular delight in reports of younger members of the Pratt family who were becoming interested in recreation.

The recreation movement is richer because of the life of Herbert L. Pratt.



# The Elementary School Science Room

By RUTH A. HUBBARD  
Elementary Science Supervisor  
Cleveland Heights, Ohio, Public Schools

WHEN VISITING day arrives and Johnny and Susie bring mother and daddy to inspect their school, they are eager to point out the things that interest them most. If there is a functioning science room it will in all probability be the first part of the building visited. Every parent must meet Winkie, the rabbit, and Hoppity, the toad, must try to guess the bird riddles of the fourth grade and must admire the sixth grade's insect collection. The adults find the room as interesting a place as do the children.

## The Purpose of the Science Room

A science room may serve many purposes. All of the science teaching may be done here, or it may be a place for exhibits and special demonstrations only. But if the room is also a laboratory and workshop it will be much more interesting and helpful. One very practical use of the science room is that of storage place and distribution center for science materials of all kinds. This requires plenty of cupboard space and someone to be responsible for organizing the supplies. A committee of older children can perform this service, with supervision. As many of these materials will have been assembled or made by the children, the idea of sharing them with the whole school and when valuable enough adding them to the school's permanent collection, becomes an incentive to individual classes to make finer collections and more finished projects.

Many classrooms are too crowded to afford space for any living materials and since it is inconceivable that biological science be taught without having living things to observe, another function of the science room is to provide comfortable quarters for living specimens.

## Planning the Science Room

The primary requisite for a science room is that it be sunny. Substitutions can be found for

Recreation departments today are encouraging the making of nature collections by children of the playground, and aquaria and terrariums, as well as collections of rocks, leaves, and flowers gathered on hikes into the country are to be found at many a city play center.

There are many suggestions in this article which will be applicable to the playground nature activities program.

almost every other desirable feature except sunshine. Another necessary feature is that it have ample space for exhibition tables and work tables as well as for a class of students. A demonstration desk with running water and with gas and electrical connections is very useful. Built-in lighted exhibition cases with storage cupboards beneath are excellent. Large bulletin boards or an entire wall faced with a composition board suitable

for thumb-tacking will be found practical. Wide window ledges to hold plants, or, better yet, a bay of windows closed off to make a small conservatory provide for attractive displays. A large tank with running water for an aquarium is another very desirable built-in feature. A library corner for science books and a picture file that the children could assist in filling will help to make the arrangements complete.

## Science Room Materials and Activities

**Plants.** Plants add much to the beauty and interest of any room. In a south window the following plants will grow and bloom with a minimum of care: varieties of begonias and geraniums, coleus, cactus, oxalis, house iris, African violet, cyclamen and narcissus. In north windows plants will not bloom but many may be grown there for greenness: varieties of ivy, peperomia and philodendron, coleus, ferns and sedums.

Children should have the opportunity of starting plants by various methods: growing morning glories from seeds; begonias and geraniums from slips; African violets from leaf cuttings. They will also enjoy growing paper white narcissus from bulbs in water, and daffodils that must be potted and buried outdoors for two or more months before being forced indoors.

In order to see the whole process of germination and root growth as well as that of the stem and the leaves, seeds can be planted in a straight-

From *School Nature League Bulletin*, "The Elementary School Science Room," by Ruth A. Hubbard. Published by National Audubon Society, New York, N. Y. Reprinted by permission.

sided glass jar. A cylinder of blotting paper lining the glass and filled with moist sand or peat moss holds the seeds visible against the glass. A visual method of teaching the requirements of a growing plant is to start a number of the same kind of plants of uniform size and grow them under varying conditions of soil, moisture, and light, and compare results.

**Aquaria.** An aquarium offers one of the easiest ways of keeping animals. Once properly balanced it requires very little attention. Most teachers know the technique of setting up an aquarium but how many utilize the wealth of teaching material with which it abounds? With the animals supplying the carbon dioxide used by the water plants in their food-making process which in turn liberates the oxygen needed by the animals, the aquarium is a perfect illustration of the carbon oxygen cycle. By introducing animals that prey upon each other, the smallest becoming food for the next larger and these becoming food for the still larger animals, numerous links in a food chain may be observed. The adaptation of the plants and animals to life in the water is another fascinating subject presented.

Goldfish are colorful inhabitants of an aquarium and they are hardy, but for variety's sake, our native pond fish such as the blue gills, sun-

fish and catfish should be used. Fish hatcheries sometimes may be obtained from the state conservation department to enable one to make his own collection. Native fish thrive better if a diet of commercial dried food is varied with chopped beef, small pieces of earthworms or milkworms.

Water insects of all kinds, backswimmers, water boatmen, diving beetles, dragonfly nymphs, water scorpions and many more, are fascinating inhabitants of an aquarium because of the variety of ways in which they are adapted to life in the water. They will not live together long, however, for they eat each other and in a short time only one or two of the larger varieties (larger links in the food chain) will be left.

Guppies are hardy tropical fish that are interesting to rear in the science room because they bear their young alive. By using an aquarium heater, less hardy, but extremely interesting fish can be raised. A home-made heater is easily constructed by suspending an olive jar, weighted with sand, in one corner of the tank, with the mouth of the bottle above water level. An electric light bulb of sufficient wattage to maintain a temperature of 80° F. is hung in a bottle with its cord passing through a hole in the metal cover. A tropical fish hobbyist or a good reference book should be consulted on the idiosyncrasies of the fish

School children see with their eyes and hear with their ears the things they have read about in their textbooks



Courtesy National Audubon Society

chosen. Success is not always attained at first, but all the time and effort expended are well repaid if young Paradise or Siamese fighting fish are finally reared in their bubble nest.

A doctor's degree in aquatics should be presented to the teacher who establishes a marine aquarium in an *inland* science room for there are many hazards to be overcome. Several biological supply houses will ship ocean water and a collection of hardy sea invertebrates during the winter months with directions for their care. However it is essential that the weather cooperate and remain cold during the period of shipment and that everything is ready at the school to establish a home for these ocean guests as speedily as possible upon their arrival. Means must be found for maintaining the salt water aquarium at 60° F. and for providing adequate aeration. An air pump is the surest method although if an abundant supply of sea lettuce accompanies the shipment and the light is sufficient, the lettuce will thrive and liberate a good supply of oxygen. Feeding is the least of the problems involved for most of the animals will eat oysters. But happy are the ingenious teacher and class who successfully meet these difficulties, for the starfish will walk about on their tube feet, the sea anemone will open and close its tentacles, and the hermit crab will travel about in its shell house for several exciting and profitable weeks.

**Terrariums.** Terrariums are equally as valuable as aquariums for the variety of plant and animal life they can accommodate. The simplest way to make a terrarium is to stick panes of glass together with adhesive tape to form the sides and top of a box which may be set in a shallow pan as base. A more rigid and therefore more serviceable type has a wooden frame and floor. If this floor is covered by a shallow galvanized pan the terrarium is then adaptable for every purpose short of becoming an aquarium.

Terrariums may serve as small greenhouses for propagating plants. They may be set up in miniature to represent many habitats: desert, field, woods, marsh, and shallow pond. Educationally the terrarium is a failure if the plants are not kept true to one environment. If a small animal is added, children will watch the terrarium with an unending interest. Many small amphibians and reptiles are suitable for these habitations. Horned toads and snakes are at home in the desert. Although snakes are found in other than desert situations, in captivity they do best in desert situations. However, water for drinking should be provided.

Frogs and toads live in a moist field or woodland habitat. The red eft belongs in the marsh. Small turtles or salamanders will enliven a habitat that contains a pool and a shore line. A list of food for these animals should include: earthworms for snakes, toads, frogs, salamanders, and turtles; mealworms for the horned toads, toads and frogs; fruit flies for the small tree frogs; ground meat for the turtle and, if wiggled on the end of a broom straw, for the frogs, toads, and salamanders.

In setting up a terrarium, adequate drainage must be provided by a bottom layer of coarse sand and gravel. A layer of charcoal on top helps absorb odors arising from decaying organic matter. The soil should be the type suited to the plants that are to be grown in it: for example—potting soil for house plants, rich leaf mold for woodland plants and an acid soil for those of the marsh. If possible when collecting the plants in the field, sufficient soil for the terrarium should also be taken.

**Insects.** Fall is the time when insects are prominent and many insects may be kept alive and observed for several weeks. It is quite possible to have many living varieties at one time: a cricket serenading his dusky mate, a praying mantis stalking a grasshopper, a doodle bug waiting patiently at the bottom of its sand trap for an unwary ant, a ladybird beetle feasting on aphids, a cecropia caterpillar spinning its bag-like cocoon.

Terrariums, preferably with wire screen replacing their glass covers to avoid excessive moisture, make satisfactory cages for insects. A temporary cage that children enjoy making is constructed of wire screening. A cylinder of screen of the proper circumference is held together with brass paper fasteners and set in a tin jar lid. A thin layer of plaster of Paris poured over the bottom of the lid will hold the screen in place while a second lid furnishes the cover.

If one is fortunate enough to have the services of a good carpenter, an observation bee-hive or ant colony is easily built. Biological supply houses will furnish the occupants and directions for their care. Either one will open a great field of fascinating study.

**Mammals.** Mammals are of never failing interest to youngsters and there are many kinds that are easily cared for in the classroom. For those contemplating keeping live mammals in the science room, however, it is well to consider that this group requires daily care, even over week-ends.

(Continued on page 669)





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# Beware! It's Spring

By CARROLL ABBOTT  
Los Angeles, California

**If you think it's Spring showers  
we're warning you about you're  
mistaken. It's Spring flowers!**

**F**EW MOTORISTS would consider it an act of vandalism to waste the gay spring flowers that carpet our roadsides by wantonly picking them. Nevertheless, that is exactly what it is; pure vandalism in its strictest sense.

For the bright wildflowers that rim our highways are but precious jewels in a huge museum that is draped with such signs: "Danger: Nature at Work—Do Not Ruthlessly Destroy." Dame Nature is the curator of this beautiful museum. Her sole duty is to supply the countryside with brilliant patches of color to delight the eyes of the passing throngs. Her power does not extend to a strong hand that would keep clutching fingers from her prize subjects. That is up to *you*.

Our nation is world-famous for its magnitude of dazzling wildflowers that unroll in colorful pagentry beside its highways. But the uneducated motorists-tourists are rapidly extinguishing the bright flower-flame of native glory by unknowingly picking too many wildflowers.

## Moderation the Rule

Conservation experts do not expect you to exercise strict temperance in gathering wildflowers. Rather, they hammer home the fact of moderation. Following are a few pertinent rules concerning the picking of wildflowers. Adhered to faithfully, our roadsides and hills will retain their breath-stealing splendor.

1. Never pick a wildflower bouquet unless there are a hundred flowers just like the one you pick, in the very same vicinity, to replace it.

This is merely insurance for next season's bloom. If you leave enough of the others, then you may enjoy the same spectacle of wildflowers next spring.

2. Never pick more wildflowers than you can use.

The most disgusting sight of spring is to see a motorist arrive home laden with a wilted mass of once-lovely natives destined to be junked for the garbage. Take adequate precautions to assure the freshness of your wildflower bouquets. If you know where wildflowers abound, and are careful in your choice of numbers, go prepared. A pail of fresh water or a cool, moist burlap bag to wrap around the stems, will aid the natives in getting over their travel-shock. For goodness sakes don't ride them outside on the fender, turning them both to the broiling rays of the sun and the inner heat of the car engine!

3. Never pick a flower that is new to you when it is alone.

When you spy a special beauty that you don't know the rarity of and it is all alone in its glory, guard yourself from destroying the chances of it getting established in a new territory. Let it alone, enjoy it next season, and before long there will be a sufficient supply for you to take home.

4. Never pull the roots of a native or cut the stem too close to the ground.

The roots are the plant's storehouse that add up energy for later blossoms and the flower show next spring. When you cut a flower, you momentarily halt the brightness of the plant. But if you pull up the roots and allow them to bake in the sun, you clip short the future of any more flowers. Leave a goodly portion of the stalk and help the plant bounce back into bloom right away.

5. Do not attempt to transplant these natives to your own garden.

Unless you are an extra-average gardener with loads of experience in taming these wildings, this is a "must." In adjusting the native to its home,

you must supply all the little items that made it happy in its former home. Rainfall, amount of sunshine, type of soil, and other essentials are not easy make-to-order requirements. Leave this operation to the more skilled botanists of colleges and nurseries. If you want to see the pert, spring sunshiners in your garden, buy the seed from a nursery that specializes in native flower seed. In this method, you adapt the natives to your garden environment more quickly and much less fatally.

6. Try preserving wildflowers with camera and drawing board.

Few subjects are more admirably suited for camera or sketching models than wildflowers. They possess a unique charm all their own, a grace unsurpassed, and colors and arrangements that challenge the artist and photographer. There are no open or closed seasons on these natives; you can "shoot" all day, every day, without fear of exceeding your limit. You have your choice of a million applicants. Their patience is unexcelled and they will pose for hours. Yet a newer change is unfolded every few feet, and each day new blossoms open to bring added thrills.

7. Learn to press and mount wildflowers.

An old-fashioned hobby that is as fascinating as a smart baby. In yesteryear, the first flower of spring was crushed between two sheets of newspaper under the heavy weight of the family Bible. In the scorching rays of summer and the changing colors of autumn, the pressed flowers recalled spring picnics, festivals, and other worthwhile remembrances. This pastime preserves the native flowers in form and color, ever-ready at a moment's notice to summon pleasant trips and beautiful sights of spring.

A simple lesson in botany relating to the life process of wildflowers would clear up many mistaken suppositions.

#### Facts to Remember

All wildflowers rely on

seeds to reproduce their brilliant wares of spring. This is the most important axiom to remember. For though the plant be an annual (living but one year) or a perennial (surviving for several seasons), the fact still remains vital. When you pluck the blossoms of a beautiful native, you immediately destroy a certain small portion of next year's blooms. How great a chaos you create for the following spring depends on how many seed-producing blossoms you wreck this season.

If a plant is a perennial, it has a chance next year. But most perennials do not have the happy habit of producing the huge amount of seed like annuals, and in the course of a few years run their allotted course and die. If too many of their flowers are picked or if they are yanked up by their roots, their chances of reproducing are lost.

Beware! It's spring when the country is fragrant and flashy with wildflowers and temptation mounts high. But this spring think . . . of next season, of your fellow motorists, and principally, of the wildflower glory that you might wreck.

Wildflower names are story names, telling in advance what to expect. The *anemone* is, in truth, windflower, graceful and light as the first southwest breeze that sets the fragile stem vibrating,

the delicate flower head dancing on the hillsides. *Bloodroot* has many other names—turmeric, Indian paint, redroot. The red dye in stem and root lives up to the plant's aliases but none of them suggest the sheer joy of a first glimpse of the waxy white flower budded in a cup or opened wide into a star. *Bluet*, from the French *bleuet*, diminutive of *bleu*, is another springcomer with many names. These plants are commonly known as Quaker Ladies or Innocence wherever a myriad small plants grow close to carpet—so 'tis said—land too poor to nourish robust feeders.

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"Wildflowers add so much to the beauty of a landscape that they have become a public trust and it is easy to understand why widespread efforts are being made to conserve them. Many states protect them by law, inflicting the same punishment on those who break branches and pick flowers as on those who kill quail or catch bass out of season. Such laws are no hindrance to the enjoyment of flowers, for the pleasure of seeing them is much greater than that of picking them.

"Learning to recognize wildflowers is neither harder nor easier than learning to recognize people. Some plants, like some people, are so unusual in appearance that those who once see them can never forget them nor confuse them with any other. There are many, however, whose names may be learned today and forgotten tomorrow unless we employ other senses as well as sight in learning to know them.

"Whether you grow them in your own backyard or seek them out in the woodlands, wildflowers are a part of your heritage of beauty that it is worthwhile to claim."—*Maud R. Jacobs in An Introduction to Wildflowers.*

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# What They Say About Nature Recreation

"FOR IF DELIGHT can provoke men's labor, what greater delight is there than to behold the earth apparelled with plants?"—*Gerrard's Herball*.

"Though I suppose it may be of no avail, I yet shout: 'Ho, come to the Sierra forests; the king is waiting for you—King Sequoia.'"—*John Muir*.

"Why not walking; walking as a fine art? Nature flowers best and fullest through walking. It is the open sesame to all outdoors."—*Raymond Tift Fuller in Now That We Have to Walk*.

"I consider that gardening for boys and girls represents one of the subjects in education which is of lasting interest and of considerable value in their everyday life."—*Robert Moses*.

"The administrator of public lands has a double responsibility: to keep some wilderness in existence, and to cultivate its qualitative enjoyment."—*Aldo Leopold in Wilderness Values*.

"It is as much a patriotic duty to save our native wild flowers as it is to collect and preserve any early Americana. The native plants were established here before our country was known."—*The Garden Club of America*.

"As a nation we are growing up—we are becoming more mature in our consideration of our resources. We now see more of the interdependency and interconnections in the use of our resources."—*Claude R. Wickard*.

"The forests of America, however slighted by man, must have been a great delight to God, for they were the best he ever planted. The whole continent was a garden, and from the beginning it seemed to be favored above all the other wild parks and gardens of the globe."—*John Muir*.

"The beauty of a virgin forest or of a mountain lake or meadow; the setting from which great manifestations of nature's forces are viewed—these are fragile things."—*Newton B. Drury*.

"The teaching of Nature we call play, but it is not easy and it is not secondary; its chief courses are in exploration and experiment, in creation, art and music, in love and nurture, in war and hunting, and in team play. It sows the arts of war and peace, and aims at those ends that men will die for and in pursuit of which all human genius is expressed."—*Joseph Lee*.

"How few find time to stop and enter the friendly woodlands so near at hand, or stroll along the grassy bank and 'pore upon the brook that babbles by.'"—*William A. Babson in Modern Wilderness*.

"In conquering the soil man developed the race. The conquest of the land measures the breadth of civilization. Agriculture is the age-old occupation of mankind."—*Van Evrie Kilpatrick*.

"In the great religious literature of the world (the *Bible* and the *Koran*) water is called 'a blessing' and paradise has been referred to as 'a place where water is abundant.'"—*Robert H. Brown in Our Natural Resources and Their Conservation*.

"Here's a queer thing: I have often helped Nature do what she wanted to do so that she made a better job than she could have done alone; but I have never been able to make her do anything she didn't want to do!"—*M. G. Kains in Gardening for Young People*.

"'Tis always morning somewhere, and above  
The awakening continents, from shore to shore,  
Somewhere the birds are singing evermore."  
—From *Birds of Killingsworth* by Longfellow.

"Once in a while man must touch solid rock, see the sun rise, and wonder at the stars. He should let the rain beat on his face, feel the power of the storm-wind on his back, hear the crash of a lightning-struck tree thundering to earth, and know the impersonality of things primitive."—*Paul U. Brown*.

"No tree in all the grove but has its charms.  
And each its charm peculiar."—*William Cowper*.



# PATTERNS FOR PUBLICITY IN RADIO



by Anne I. Faulkner  
National Recreation Association



**I**F YOU ARE LOOKING around for radio program ideas, take heart! There's plenty of material, and many people have been before you in the field. There are patterns to guide you. Generally speaking, you won't be able to use material from other communities, but you can adapt ideas from other places to your own needs and you can, with a little pondering, dream up new ideas of your own. The following suggestions from communities with successful radio programs may set the bells on your thinking cap a-jingling.

## Means to an End

It is probably safe to assume that the main purpose of a broadcast on recreation or by a recreation department will be to win friends and influence people. There are, in general, two ways to achieve this. You can make people aware of your program by telling them, on the air, all about it—its why, its how, its where and when and who. Or you can make them aware of your program by using radio to give them something, by a service of some kind to the adults or to the children of the community. Both kinds of programs are going over the air from recreation departments. Both kinds have value. Which is better for your community is a thing you will have to decide for yourself after due consideration of all the factors that must enter into such a decision.

This is the second of a series of articles on the use of radio by recreation departments. The first, *Going on the Air?*, appeared in the December 1944 issue of RECREATION.

Some city recreation departments have programs of both kinds.

Some of the programs now being used successfully are described here. If you think one of them could be adapted to your community, or if you get an idea about a new kind of air show, be sure of one thing. Make certain that whatever you do is *good*. Your standards of radio production cannot be too high. And, before you embark on a project, be sure you know whether your station has the facilities necessary to make your program good.

## Programs of Information

Informational programs are usually cast in the form of news bulletins. They are factual, or largely factual, and "advertise" the department and its work directly. Here are a few variants aired in 1944.

**Chicago, Illinois.** (Population 4,499,126<sup>1</sup>) Saturday afternoons from 1:45 to 2:00 find many listeners in the Chicago area dialed to WBBM and G.I. JOE REMEMBERS. This is a series of dramatizations based on letters

1. All population figures are from the 1940 census.

from servicemen overseas. Each program in the series deals with the things some member of the armed forces delights to remember about Chicago's parks and the things he is looking forward to there when peace shall bring him home again. For the first broadcast "Joe" remembered square dancing. A group of dancers currently enjoying this phase of the park's program were on hand to give a demonstration of calls and music.

**Los Angeles, California.** (Population 1,504,277) In addition to a weekly program which is described later, the Department of Playgrounds and Recreation participates now and then on KFI in a series called *THIS IS MY COUNTRY*. *THIS IS MY COUNTRY* uses imaginative stories based on fact and cast in dramatic form to tell of the work being done by many civic groups in the community. Now and again some phase of the Recreation Department's work makes the story for the week. Parenthetically, this is a good kind of "spot" for a single broadcast if you can get it, since the series is well established and so a ready-made listening audience is assured in advance.<sup>2</sup>

**Kinston, North Carolina.** (Population 15,388) The Director of Recreation of Kinston spends fifteen minutes a week broadcasting recreation news bulletins and interviewing children on their experiences at playgrounds and recreation centers.

**Tucson, Arizona** (Population 36,818) Tucson had at one time, 1944, three recreation department programs on the air. One of them filled fifteen minutes with news about recreation on both the local and the national interest levels.

**Binghamton, New York.** (Population 145,156) The supervisor of social recreation for the Municipal Recreation Commission goes on the air each Tuesday at 4:30 P. M. with a program of news items and children's songs called *PLAY'S THE THING*. The main purpose of the program, according to its author, is to tell the people of Binghamton and its environs about recreation in the county. Suggestions are given for home play, for play out of doors, for play indoors in those long, winter evenings, for making play apparatus, and for winter sports activities. On each broadcast announcements are made for four other community agencies selected from such organizations as churches, museums, public libraries, Girl and Boy

Scouts, 4-H Clubs. The announcements are interspersed with recordings of children's songs. The program has been on the air since September 26th, and the reaction to it has been so enthusiastic that the Municipal Recreation Commission hopes to keep it going throughout the winter and to double the time allotted to it during the summer months.<sup>3</sup>

### Service Programs

Service programs are less obviously and directly aimed to disseminate information about the recreation program in the community. Their publicity value is excellent, however, because, broadcast in the name of the recreation commission or department, they build up public good will toward knowledge of, and appreciation for the work that is being done.

**Raleigh, North Carolina.** (Population 46,897) The Recreation Department provides two very different service-type programs for Raleigh. In August, when the polio epidemic kept children away from playgrounds and pools, the Department of Parks and Recreation started a children's theater of the air. From August until the middle of November, dramatizations of fairy stories were given on the air three times each week.

These programs were under the direction of a member of the staff who was also instructor of dramatics at a near-by college. Beginning November 13th, the separate fairy stories were replaced by a serial *Ramkuni and the Flaming Sword* with setting in India.

Raleigh's second program was co-sponsored by the Department of Parks and Recreation and station WRAL, and was a daily feature. Sixty-four boys under sixteen registered to be auditioned for the job of junior sports announcer. The duties of the announcer were to give the schedule and results of softball games, report on activities at the playgrounds, and announce special events.

**Chicago, Illinois.** (Population 4,449,126) *PARK PLAYHOUSE* is on the air over WGN at 8:30 P. M. It is a highly developed program in dramatic form professionally constructed from script writing to

### REMEMBER!

The type of radio program you choose depends upon the time, the talent, the technical facilities at your disposal. What you have to work with, and the limitations under which you work, must determine the kind of program you put on.

Set and keep your standards high; keep your audience and your purpose in mind, and, whatever the program, make it good!

2. A copy of one of the recreation broadcasts on *THIS IS MY COUNTRY* is available from the National Recreation Association at a cost of \$.35 (MP 358).

3. Barbara Morrissey, Supervisor of Social Recreation for the Municipal Recreation Commission of Binghamton and author of the program will be glad to answer questions about her broadcasts.

plans for promoting a listening audience. Its purpose is to dramatize recreation through interesting and telling scripts about the lives of such people as Betty Robinson, who overcame the handicap of a knee broken in her college days and made the Olympic team. The programs were initiated by the Chicago Park District, and the Motor Coach Company which is financing the series. The Director of Recreation feels that the "park message in this series will go out to a listening public we have never been able to speak to before."

**Los Angeles, California.** (Population 1,504,277) THE AMERICAN STORYBOOK is sponsored by the Department of Playground and Recreation. It is written and narrated by a recreation director of the department who has had years of experience in handling story material for children. AMERICAN STORYBOOK is presented weekly at 10:30 Saturday morning and lasts for fifteen minutes. Generally speaking, the stories are narrated by one person. Occasionally, however, it is varied by the introduction of bits of dramatization, by the use of two or three voices other than the narrator in the conversational interludes of the story. The tales are woven about incidents in the lives of men and women who have contributed to the building of America, some of them very famous, others less well known. A minute of each broadcast period is reserved at the end of the program for announcements which the department wants the public to hear.

One of the significant features of this Los Angeles series is the promotion plan that has been worked out and the tie-up with the schools, not only in Los Angeles but in much of the region covered by station KMTR. The Weekly Bulletin of the department carries a reminder of the series and it is given further publicity through news releases to community newspapers and other publications. The audio-visual divisions of the schools are doing an in-school promotion job, and all teachers in Los Angeles city and county know about the program. It has been suggested to all teachers that they use the stories as materials supplementary to their classroom teaching. Students are asked to listen in and report on each program in class.<sup>4</sup>

The director of public relations for the depart-

ment has the following comment on the genesis of the AMERICAN STORYBOOK:

The Recreation Department of Los Angeles has been using radio for the last fifteen years. Our earlier broadcasts were almost entirely musical, presenting such amateur groups as boys' bands, harmonica groups, young people's choruses, etc. When wartime conditions caused a reduction in the number of well qualified choral groups and others whom we could present on the air, we switched over to the present story broadcast series and found it was in many respects the best type of program of all. Because it is recreational as well as educational, it lends itself well to presentation by a Recreation Department. The parents and others approve of the broadcast as a contrast to the usual run of commercially-sponsored children's programs, which generally are over-stimulating to young listeners.

**Louisville, Kentucky.** (Population 434,408) Louisville's radio story hour was another program that came out of necessity. When the polio epidemic forced many youngsters to stay away from playgrounds and other places where children are wont to congregate, the Recreation Department planned to transfer their storytelling hour to the radio, thus contributing to the entertainment of house or yard-bound boys and girls. This is a radio success story, because the sustaining program was so popular that it quickly found a commercial sponsor who has taken over all expenses of the production.

**Tucson, Arizona.** (Population 36,818) A group of amateur players has been developed under the aegis of recreation leaders in Tucson. This group presents each week a popular modern play which has been rewritten for radio.

**San Francisco, California.** (Population 634,536) Each Sunday at 12:30 P. M., four teen-age youngsters take part in the Youth Forum over KFRC. Each of the boys and girls does his own research and expresses his own views on a subject of current interest which has been assigned by the forum's moderator several days in advance. No scripts appear at these broadcasts though notes may be used.

### Warning!

If you in Podunk, U.S.A., want to try radio as a means of publicity, the programs cited above will give you some idea of the breadth of the field, the number of types of programs from which you may choose. Of course, in radio as elsewhere, the proof of the pudding will always lie in the eating. The type of program you choose must depend upon the time, the talent, the technical facilities at your dis-

(Continued on page 670)

4. A valuable tie-up between schools and recreation department has been successfully worked out in Omaha in connection with the program WE MARCH WITH FAITH. This program is planned and produced by the schools to publicize the less known, more specialized fields of education, among them recreation.



# Wisconsin's Ranger Mac

By PHIL DROTNING

**A**N AROUSED farmer stormed into a small, backwoods schoolhouse in northern Wisconsin and demanded of the teacher:

"What have you been doing to my son?"

The astounded schoolmarm, who couldn't recall birching the visitor's child, or committing any similar atrocity, stammered out a request for further information.

"My boy and I," the father explained, "have gone hunting every weekend the year around since he learned how to walk, but last Saturday, when I asked him if he wanted to go for a tramp and do some shooting, he refused.

"He said, 'Ranger Mac says you aren't playing fair.' Who is this Ranger Mac guy, anyway?"

The teacher told the irate father about Ranger Mac, a nature enthusiast who objects to hunting out-of-season, but he could have obtained the same information from any one of hundreds of thousands of school children in Wisconsin and nearby states.

In real life Ranger Mac is jovial, 60-year-old Wakelin McNeel, a heavy-set ex-forester with a ruddy complexion and sandy-gray hair, who was promoted to state leader of 4-H clubs in Wisconsin because he "liked kids." Eleven years ago he went on the air over University of Wisconsin Radio Station WHA, at Madison, to stimulate interest in nature subjects among the school children of the state. Since that time he has greeted his youthful "trail-hitters" every Monday morning during the school year.

The *Afield with Ranger Mac* broadcasts over WHA—oldest of the nation's existing broadcasting stations—are heard annually by 40,000 pupils in hundreds of state graded schools, as part of the *Wisconsin School of the Air* curriculum. Although he won the George Foster Peabody award for the best educational radio program in 1942, Mac has shattered every rule of broadcasting technique. His fla-

grant disregard for all accepted radio standards at first created turmoil

among WHA staff members, but the unprecedented success of his program has quieted that ruckus.

H. B. McCarty, director of WHA, admits that he was appalled the first time he heard Mac broadcast, particularly because of the recurrent, booming emphasis placed on each succeeding point. Mac thunders out his ideas while the needle on the engineer's control mechanism surges back and forth as blast after blast rocks the mike.

Each of Mac's broadcasts is a simple, homespun discussion of nature. His associates feel that his outstanding success is due to development of a new approach to conservation problems, but if you asked Mac, he wouldn't even realize that he had a new approach. Unlike most conservationists, who preach the necessity for saving forests and wild life by painting grim pictures of a world without trees, deer, or ducks, Mac teaches the children to love and appreciate the beauties of nature and to *want* to preserve them. Actually, he doesn't *teach* anything, but his own nature love is so great that it somehow is transmitted to his listeners. His ability is something indefinable. He succeeds because of his energy, enthusiasm, honesty and true love for children. The kids feel it, and they respond.

As an individual, Mac is hopelessly modest, and biographical information about the man is scanty. Ask one of his friends to tell you a bit about Ranger Mac, and he'll reply: "Oh, Mac's a great guy. Wonderful teacher. The kids are crazy about him. Do I know any stories about him? Well, let's see. No, offhand, I can't say I do."

Typical example of Mac's modesty is his persistent refusal to use the personal pronoun in his broadcasts. In his ten years of radio work, no one remembers his ever saying "I" did anything. It's always "Ranger Mac took a hike," or, "Ranger Mac saw a baby squirrel." Production



Print by Gedge Harmon

men at WHA have pleaded with Mac to refer to himself as "I," reasoning that his references to Ranger Mac as another person will confuse the listeners. But Mac remains strictly impersonal, with no complaints from his radio audience.

McNeel discusses nature subjects of all types, but because of his early training in forestry, which even took him to the Black Forest of Germany, he devotes much of his time to trees. An excellent indication of his influence is the Wisconsin school forest program which he has developed, promoted, and managed. Mac borrowed the idea from Australia, where children were planting trees in tracts of land near their schools. It looked to him like a good way to begin the restoration of thousands of acres of cutover timber land which devastate northern Wisconsin.

Under the ex-forester's brilliant leadership, school children have planted more than 7,000,000 trees in 214 school forest plots which comprise nearly 12,000 acres of the cutover. They have made a substantial contribution to the timber resources of America and have gained priceless knowledge as they worked. School forests, usually acquired by the school board through donation or tax delinquency, are constantly increasing in number, and the plantings have grown from a few thousand seedlings a year to nearly one and one-half million in 1942. An even greater number was planted in 1943, but a final tabulation has not yet been made.

And yet, the school forest plantings represent only a part of the conservation work which Mac has stimulated. Many additional seedlings have been planted by children's clubs and by individual children on their own farm wood lots. These latter plantings please their godfather most, for they justify his firm belief that the way to preserve the one-third of Wisconsin's timber which grows in farm wood lots is to educate the children, and gradually through them, their parents.

"I don't believe that the planting of a few million trees, however important that may be, is the most significant point in the school forest program," Mac says. "The training the children get now, which will carry over into adulthood, is what counts. They are learning to build up their own heritage, and that of the nation.

"A tree planter is a tree protector," Mac believes. "Through participation the children learn to love trees, and as future owners of the land on which they live, they will be interested in maintaining wood lots and preserving timber stands."

Mac does his "bookkeeping" at a battered, roll-top desk in Agricultural Hall on the Wisconsin University campus. The office is cluttered with twigs, cocoons, and other evidences of his naturalistic inclinations. The naturalist's heavy mail bag indicates the interest, both juvenile and adult, which is shown in his programs. A typical day's mail contained more than 250 inquiries ranging from "how to tell when a dog is sick," to "how can we stop the bluejays from raiding other birds' nests?" Children turn to him for every kind of advice. A typical sample:

Dear Ranger Mac:

Another boy and I got into an argument in class one morning. He said that the porcupine could shoot his quills. But I said that was just a saying. So the teacher told us to write to you. So we did to settle the argument. So will you please write me a letter telling whether the porcupine shoots his quills or not?

One of your trail-hitters,

JOHN JONES

Mac replied that personal contact will be necessary before the boys ever feel the sting of a porcupine quill, and included a lot of incidental facts about the animals.

"They're all nice kids," he says. "I really feel that I am missing a great opportunity by not giving more time to each of them. I should answer their letters more carefully. I try to frame my programs so they won't invite too much mail, because I just can't take care of it. Last year I had a program called *What is Your Favorite Tree?* Result? I had 1,500 letters to answer."

Once, in his early years of broadcasting when he wasn't too hopelessly swamped with mail, Mac offered a prize to the first listener who sent in a cocoon. Three Wisconsin schools dismissed their classes as soon as the program was over so that all the children could go cocoon hunting. Within five minutes after the end of the program, two children found a cocoon in the woods near their schoolhouse.

Mac's youthful listeners have shown their appreciation in myriad ways. Fairview school, in West Allis, Wisconsin, published a monthly magazine, the *Fairview Trail-Hitter*, which was dedicated to Ranger Mac. A young girl, crippled and confined to a wheelchair, collected specimens of nearly every type of Wisconsin wild flower, which she mounted in a book and presented to Mac to show her appreciation for his program. It is a great tribute to McNeel, for in gathering the flowers in the collection she painfully wheeled her-

(Continued on page 672)

# Dancing Plus

By FRANCIS A. COMPTON and MARGARET STIER

**"W**HEN ARE WE going to have some more discussion groups and craft classes and things like that?" The question came from a group of boys and girls, members of the Co-Ed Club, who went on record at the beginning of the school year 1944 as wanting not less dancing but more activities which are perhaps less ephemeral pleasures.

The question may seem startling at first glance. It was based on the satisfying experience these youngsters had had during the previous school year. In 1942-43, the Carondelet Y.M.C.A. and Y.W.C.A. included in their program dancing for boys and girls in high schools of St. Louis, Missouri. The dances, held on the first and third Thursdays of each month, were open to any high school boy or girl who had 15 cents and "a pair of dancing shoes." Theoretically the parties were planned by a committee of youngsters picked by "Y" workers. Actually, at the beginning of the program any planning done by the committee followed considerable prodding by adult advisers! But the dances were popular, and attendance ran from 80 to 160 dancers.

## Lessons from Hindsight

For some months the program continued in the form of inexpensive public dances for teen-agers. By the time school opened in the fall of 1943, however, a good deal of thinking and planning had been going on in the minds of the workers in charge of the project. As a result, members of the 1942-43 Co-Ed Committee were asked to meet with the "Y" leaders for a preview of the program. The adults had some suggestions to offer. Dancing, they said, is an integral and important part of young people's activities, but it should not be the entire program. Therefore, for its second year, the proposed program for the co-ed group would include dancing on the first and third Thursday of each month as usual, but on the second and fourth Thursdays, participation in special interest classes, in hobby groups, in discussions of subjects of interest to their age level. Furthermore, instead of having the co-ed activities the free-for-all, open-to-the-teen-age public affairs that they had been

the year before, the adults suggested putting all activities on the basis of membership in a club. Club membership would be open to anyone between the ages of fourteen and seventeen. Dues were to be 25 cents a year, with a small additional charge for the dances.

The committee listened to the proposition, then shook their heads. "It's a swell idea," they said, "and would be good for the 'kids' but we're not sure they'll be interested." They were willing, however, to give the plan a try, and agreed to "talk it up" if the "Y" leaders were willing to see a decided drop in membership. The "Y" people were willing and explained that they would rather do a really good piece of work for thirty or forty youngsters than provide entertainment only for 150.

## The Second Year's Program

And so a new program came into being. The dances went on much as usual except that they were open only to club members who continued to pay the 15 cents entrance fee. A "Casanova Nite" was added to the dance program on the fourth Saturday in each month. This was a dress-up affair—no slacks, sweaters, or skirts for the girls; coats and ties required (to be worn and kept on) for the boys. Casanova Nites were special, too, because a five-piece orchestra replaced the Thursday night juke box, and refreshments were served.

The alternate Tuesday nights were the surprise! Instead of the twenty-five or thirty boys and girls expected, the attendance never fell below fifty. Twice it was eighty. These evening programs began at 7:30 for such youngsters as were hobby-minded. With volunteers as leaders, the boys and girls spent an hour at dramatics, music, or crafts. At 8:30 all of the hobby groups, augmented by other club members who were not interested in taking part in the first hour, came together for a discussion period. The topics were chosen by the Co-Ed Committee in consultation with their sponsors. The leaders, who came as volunteers from the community, talked on the evening's topic during the first part of the program. Then the question was thrown open for discussion from "the floor." At 9:30 the whole group turned in for half



an hour of social dancing, chatting, and general relaxation before they went home at 10:00.

There were two sessions of discussion during 1943-44. The subject for the first session was a "natural"—boy and girl relationships. The specific subjects for discussion were: "Boy Meets Girl"; "Parent Trouble?"; "It's a Date"; and "Who to Woo—and How!" The general subject for the winter quarter was vocational training with particular reference to the situation high school students might expect to meet after the war. The individual topics were: "Jobs—What Can I Do Best?"; "Jobs—Just a Thumb in the Dyke?"; "Jobs—Comes the Peace, Then What?"; and "The Relation of Labor Unions to Young Workers." The spring session was devoted to the characteristics and customs of a number of foreign countries.

During the summer the Co-Eds moved out of doors. Hikes, picnics, swimming, and skating parties superseded dancing and discussions.

Service projects during this time were varied. The youngsters gathered materials and packed overseas kits, sent stockings of candy and nuts to settlement houses, knitted for the Russian War Relief, put on a community New Year's Eve Dance, and participated in the March of Dimes campaign.

### Committee Responsibility

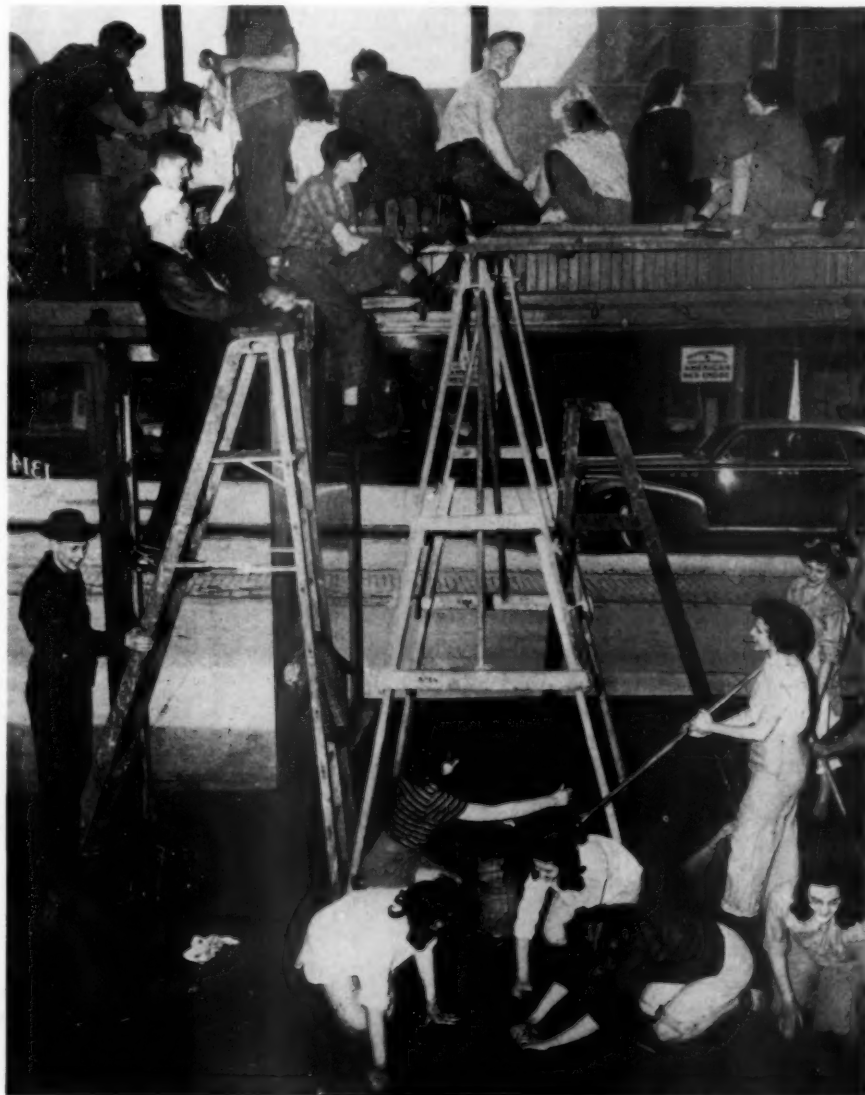
When the sponsors were asked the question that begins this article the reply was, "We'd better get the committee together and do some planning." This showed, perhaps, one of the biggest gains that had taken place in the program during the year, for now the committee really worked! They had developed to a

remarkable degree ability and capacity for planning and for carrying out their plans. No longer did they need to be prodded into activity. The success of their work can be partly measured by the fact that the membership of the club grew to 437 by the spring of 1944. One of the committee's major activities had been a retreat to a camp near the city to plan for the 1944-45 programs. The retreat was a high spot in the committee's experience.

There have been changes with the expansion of the program, and this year we have widened our base of participation very substantially. The Co-Ed Committee of young people which planned the activities of the club last year was composed of

*(Continued on page 668)*

### Getting a youth club ready for action



*Courtesy Y.W.C.A., Altoona, Pa.*

# The Hut

By N. L. MALLISON  
Lieutenant Commander, USNR

IT IS ELEGANT—the enlisted men's recreation hut. It is a thatched structure 145 feet long. The roof doesn't leak. It is painted in soft pastel shades of brown and green inside. Some of the seats are upholstered—in old mattresses and canvas. Yes, it is elegant. For this is the South Pacific.

A reading and writing room with a gear locker and service counter for issuing library books and athletic gear fills one end of the Hut. Here are well lighted writing tables, bulletin boards with all the latest maps, about twenty different magazines (not over a month old!), approximately 2,000 fairly good books.

The Hut's second room is equipped with two octagonal card tables, four small game tables, an antique piano, and a few benches. A loud speaker can be used for special announcements, or for playing the special records sent overseas by the Navy Department, or for broadcasting the election returns.

The third section of the Hut is used most of the time for games and sports, for ping-pong and boxing, for wrestling and tumbling and exercise on the mats. The ping-pong enthusiasts are a little grim just now because their tables, covered with white cloths, display articles made of plastic, tor-

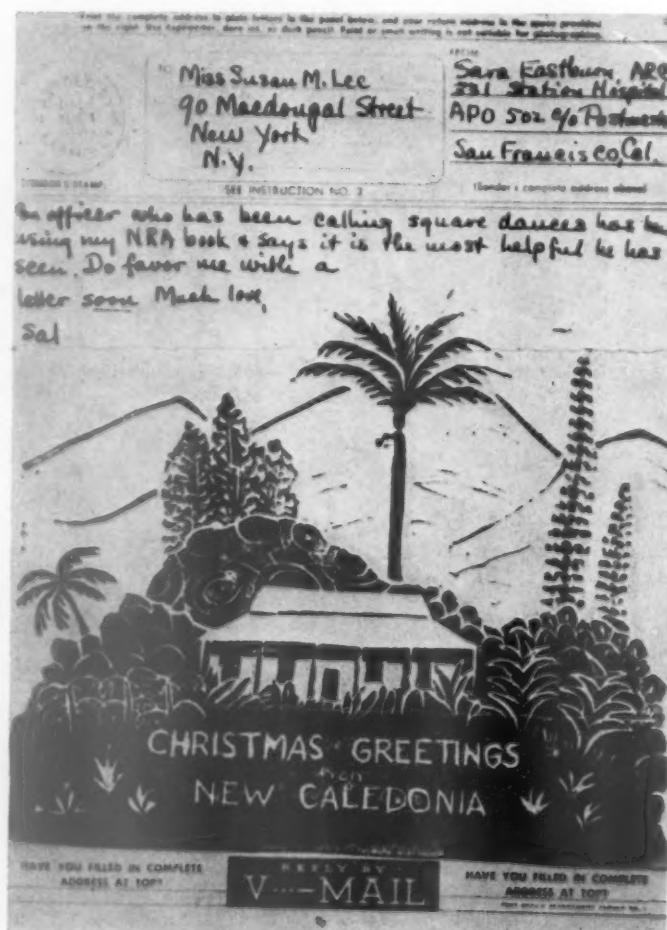
So many interesting letters and stories are coming to us from recreation workers serving with the armed forces in the South Pacific and on other far-flung battle fronts that we feel we must share some of them with our readers. These workers tell us as much as the censor will permit of their experiences, and they write us of the help they are getting from the publications of the Association.

Lieut. Comdr. Mallison was Superintendent of Recreation at Jacksonville, Florida, when he entered the service of the Navy.

toise shell, stainless steel, native woods, and sea shells—articles made by one of the C.B. regiments in an interlude from Jap-killing. A few paintings, a few decorated coconuts, skills of hand of the same regiment, hang on the walls. Later the Solomon Island Art Exhibit (on loan) will replace the local show.

The Hut is the hub of the recreational life of this Pacific island base. Between it and the mess hall lie the "playing fields"—two paddle tennis courts,

a badminton court, a patio with easy garden chairs and a little pergola where punching bags and heavy bags hang ready for a little punishment at the hands of restless servicemen. At the other side of the Hut four horseshoe pitching courts, a volley ball court, and the Halsey outdoor theater await their various usages. Here, too, is a "wet" canteen. "Step right up, fellows, for beer and ice cream, coca-colas or ice cream sodas (two flavors!)" Between rocky cliffs of coral, with infinite and patient labor of filling in swamps, abbreviated softball diamonds have



grown. They are not full size except for the two Fleet Recreation Centers, but one of the teams has a pitcher who used to be with the Chicago Cubs before he went into service. His team gets beaten once in a while, but the whole outfit is looking forward to what he will do to the New Zealand officers who will take us on at their seaplane base. Of course, they will probably take the Americans into camp when they come here for a cricket match!

The Hut has been generatrix to "Scandals," developed by the band (popular at home and about to go "on the road" to a large island in another area) and hostess to USO and service shows when opera stars and concert artists change off on alternating weeks with a group of blue-jackets who call themselves the "Modernairs."

No day is complete for the Hut without its movie. Going to see the picture at night is almost as routine as washing your face in the morning. There are many "gripes" at an occasional "stinker," but a check with home papers shows that the South Pacific is seeing much the same movies as Main Street, many of them in "glorious technicolor."

But, though the Hut is the "unlaxing" center for the base, there are always moments when you just kind of want to go off by yourself and listen to the radio—quietly. So, each unit has a small rec hut or day room. To those refuges and to some barracks are assigned radios capable of pulling in the states, "Tokyo Rose," and the local "Mosquito Network."

The Hut is birthplace of the *Tattler*, the department newspaper. World News at a Glance, Sport Shorts by Schwartz, the Stale Wit Parade, schedules of all local events of importance, and cartoons on Sunday are a few of the reasons why this brain-child of the Hut is having no subscription cancellations.

Around Christmas time the Hut was awl with extra bustle. A contest was in progress—a contest for Christmas cards and poems. The battered old mimeograph machine stuttered and chattered and groaned as several thousand designs rolled off on their V-mail blanks.

There will be V-mail cards for other occasions, too, for the Fourth of July, birthdays, anniversaries. No charge!

If it weren't for the weather the Hut would have never a care in the world. During monsoon season there can be

as much as five inches of rain in twelve hours, and the "stormy winds do blow" at the rate, sometimes, of 100 miles per hour—and that's a high wind in case you don't know it! Last year the Hut weathered the season without too much difficulty. This year we are all hoping that the season will confine itself to the daily showers of blessing that we have all gotten more or less used to.

There are many other pleasures to be found in or near the Hut. There is, for instance, the doughnut machine which knocks off 540 items an hour—fun to watch, fun to eat. The band plays for many occasions, including church services. A "University" is useful as well as recreational. Yes, the Hut is doing yeoman service in the battle against boredom and homesickness on this South Pacific island. More power to it and to the men who make it "tick."

"The beach and ocean are just outside your tent. The coral beds extend out to the reef 600 yards from shore, and in that water lies the source of great recreational opportunities. Some men buy outriggers from natives and fix them with their own devices. They race. Some 'requisition' old discarded auxiliary airplane gas tanks and fashion them into swift boats; others walk out on to the reef and watch the waves roll in. You can look into a wall of water and see as clearly as through an aquarium and you watch for schools of fish. There they are! Pull the pin, throw it — 1-2-3-4-Boom! and you have fish to supplement an otherwise dull menu. In the moss-like coral beds you see countless types of tiny fish — tropical fish — and their shapes and colors are indescribable. The rainbow dulls in their light. The medics built an outdoor aquarium of concrete. They have coral and live cowry shells, and they bring their tropical fish to the aquarium. It is a fine job. The biggest hobby here is shell collecting. Cowry shells are used for money in Africa by some native tribes. The men spend hours hunting for these and catseyes. They make beautiful bracelets and necklaces. They take Australian coins and beat them into rings and mount catseyes in them. They make lapel pins for girls and

catseye brooches, the setting beat out of a coin. They cut aluminum and the plastic nose from wrecked planes and fashion intricate jewelry using the shells that they found by wading for hours and turning

Some of the rather more unusual forms of recreational opportunities provided by tropical waters are described in a letter from a lieutenant somewhere overseas. We present some extracts from the letter, which was published in the October issue of the *Nature Guide News Letter* sent out by Dr. William G. Vinal.

(Continued on page 666)



# National Music Week-1945

**R**ECREATION leaders are each year finding more varied and productive ways of participating in National Music Week, beginning always the first Sunday in May. The observance is now approaching its twenty-second anniversary, May 6-13.

In St. Louis a large Song and Folk Festival was organized by the Park and Recreation Department to stimulate interest in singing and folk dancing. White and colored community centers chose themes for a fifteen minute performance — such as South of the Border, Southern Melodies, Gypsy, Cowboy, Indian — and fathers, mothers, boys, girls, and kindergarten groups took part, according to the report of Bernard C. Winkelmann, Superintendent of Recreation, to the National Music Week Committee. For the grand finale the entire chorus composed of all centers sang four army songs, with the best soloist leading in "Say a Prayer for the Boys Over There."

In Birmingham, Alabama, the Recreation Department has a prominent place on the central Music Week Committee, composed of representatives of the high schools, colleges, and Federated Music Clubs. For a number of years, according to Agnes C. Henagan, Director of Women's and Girls' Activities, the Department has been arranging concerts and special programs with local talent and volunteer groups, every afternoon and evening during the observance.

Other cities in which recreation workers take the initiative in the observance, or constitute a leading element in the central committee are Reading, York, and Wilkes-Barre, Pennsylvania, Columbus, Ohio, Baltimore, Maryland, Cedar Rapids, Iowa, and Alton, Illinois. Boston has recently taken advantage of the occasion to demonstrate that music-making, for the love of it, is a legitimate, even

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How can recreation executives help in the promotion of National Music Week?

The 1945 *Letter of Suggestions* has an answer to this question:

"In addition to featuring musical activities fostered by their departments, recreation executives can serve effectively by cooperating with existing Music Week committees, or by taking the initiative in organizing community-wide committees where none exist. Music Week committees might well canvass the public recreation departments to see what help they have to offer in facilities, leadership, and publicity."

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integral, part of a comprehensive recreation program. In that city last spring, the Community Recreation Service acted as a clearing house for twenty-six local agencies, and a month before the observance called a meeting "to exchange ideas on what is the most practical yet meaningful manner in which to participate in Music Week this year."

A community night is often a feature of the participation, and it is growing

in popularity. The event provides an occasion for the appearance of musical talent, both individual and ensemble, and for the representation, through their musical offerings, of at least half a dozen different types of organizations, many not primarily musical. The teen canteen for instance, though it has not yet scheduled choral or instrumental rehearsals, may still have a place on the program with its best boy or girl singer, or may even be able to shine with a vocal quartet or an instrumental trio. At the same time, it will have a chance to "tell the world" that its members consider music-making a part of wholesome recreation and of growing-up in a rounded adaptable way. Boise, Idaho; Flint, Michigan; Durham, North Carolina; and Salem, Oregon, are among the fairly large cities in which community night has been a Music Week highlight and a unifying force.

Audience singing frequently, but not always, provides the background for community night programs. Songs of the armed forces, patriotic songs, and hymns are the material most favored in these war times, but there is usually a warm response to folk music, ballads, and simple old-time airs, especially if directed by a trained leader. The need for such leaders is greater than can be met in most places, and the recreation worker who fits himself for conducting groups of this kind can render a genuine service.

(Continued on page 666)

The 1945 *Letter of Suggestions* is now available from the National Music Week Committee, in care of the National Recreation Association, 315 Fourth Avenue, New York 10, New York. Write at once for a copy of the Letter and make your plans to play a part in the effort to "Use Music to Foster Unity for the War and the Peace to Follow."

# "Monument Enough"

In a letter which a Kentucky friend was directed to open after his death, Irvin Cobb, the humorist, asked that his ashes be laid at the roots of a dogwood tree in Paducah at the proper planting season. "Should the tree live," continued the author, "that will be monument enough for me."

ALL OVER THE WORLD today Americans are giving their lives as members of the fighting forces of our country. Wherever they have fallen, and wherever they lie buried, they are heroes who have given that last full measure of devotion. Many of them will remain in hallowed ground in Europe, Asia, Africa, and the islands of the Pacific, just as men who fell in World War I remained at Belleau Wood, Romagne, and other American cemeteries abroad.

At home a grateful people in thousands of communities will wish to honor these heroes, to whom we cannot do honor enough. When the war is won we may expect a multitude of projects sponsored by cities and towns, veterans' groups, civic organizations and others to raise victory monuments to those who will not return. What form will these take? Will we break out again in a rash of statues, obelisks and sculptural nightmares that please only the sculptors and the memorial committees? We trust not.

There is a movement gathering momentum today that holds promise of more fitting memorials to war heroes than the past has vouchsafed their memories. It is the sentiment for living memorials. It is a movement that is spontaneous, fostered by no one organization, although here and there the idea has resulted in the formation of an official commission on war memorials. Proposals include memorial buildings at educational institutions, stadia and other structures and establishments of practical character. To us, even more appropriate are the many proposals for memorial forests and tree-shaded avenues dedicated to the war dead.

"Expressed in its simplest terms," writes Henry Clepper in an editorial entitled "Living Memorials for War Heroes,"

"Whether it be park or forest, wild-life sanctuary or memorial avenue, we believe that those who have given all that was in their power to give would say that it were 'monument enough.'"



in the *Journal of Forestry*, "the thing for which the youth of America is fighting and dying is home. What is home? It is not a house, a third-floor apartment, a hotel bedroom.

"Home is an elm-shaded New England village. Home is Central Park. Home is moss-draped live oaks along the Gulf Coast. Home is the wind-break on a Dakota farm. It is cottonwoods along a prairie creek. It is Rocky Mountain National Park. It is the redwoods. It is outdoor America."

Already communities are moving to make some part of outdoor America a memorial to the heroes of Guadalcanal and Saipan; Bataan and Wake; Salerno and Anzio; Avranches and Aachen; Burma and China, and thousands of other more obscure battlefields. In several states, cities and towns have already started the creation of memorial forests that will live; that will shelter and provide havens for the sons and daughters of those who fell. Elsewhere proposals are being made for preservation of areas in wild parks, where beauty and utility may live together in perpetual memory of those such areas honor.

After World War I the American Tree Association, under the leadership of the late Charles Lathrop Pack, urged the planting of individual memorial trees, groves of trees and small forested areas. Thousands of trees were so planted, dedicated and registered. The idea of living memorials

is not new but it has been proved sound. Perhaps unfortunately, no such inspirational and non-commercial organization leads the way today,

(Continued on page 671)

# Treasure Chests of Books

**"G**ET TORCHES! Burn! Set fire to the books. Make a bonfire of the accumulated knowledge, the centuries-old, accumulated knowledge of man. Destroy with fire Europe's culture-hoard. Burn it!"

The order went out. The books were burned. The odor of their destruction drifted across continents and oceans. The flames they fed were wild fire. The holocaust seared a world in its burning.

The flames are beginning to burn less fiercely now. The conqueror is no longer all-powerful over the conquered. The fires are dying out in places. But the books are gone, consumed beyond hope of recall. A generation of children is growing up bookless in Europe.

Can we and our children do anything about it? Can

**A project for the children of Europe in which the children of the playgrounds of America may have a part, if they will**

**Girl Scouts, Boy Scouts, and Camp Fire Girls decorate the first Treasure Chest for France which was presented at the Book Week luncheon held in New York City November 11th, on behalf of the Women's Council for Post War Europe**

we in safe America repair in part, at least, the damage of fire? The Book Committee of the Women's Council for Post War Europe, Inc., feels that something can be done, and has already made a be-

ginning. There have been difficulties. Plans had to be made and details worked out. Changes on the war fronts have occasioned changes in procedure. But by the opening of Children's Book Week in November, a chest of a hundred books was ready to start on its way to the children of devastated France. The chest was made and decorated by the Boy and Girl Scouts and the Camp Fire Girls of New York City. The books were

selected and purchased by the students of Horace Mann School. The chest was presented with cere-

*(Continued on page 667)*





# It's Being Done in Nature Recreation

## Cap'n Bill's Column of Nature-Grams

**"AMPHIBIANS** and Reptiles of South Dakota," by W. H. Over. Vermillion, S. D., \$.25.

**Bees.** The Connecticut State Bee Keepers Association was concerned about the large destruction of bees. The promiscuous spraying of fruit trees has killed not only honey bees, but other useful insects and even the birds that eat the dead insects. Chemists are trying to find something attractive to obnoxious insects that will lure them to other localities at spraying time.

**Chiggers.** Hardy United States soldiers in war games in Louisiana were buying nail polish! Investigation proved that nail polish contains colodion which is good for chigger bites.

**Conservation.** The New Hampshire Conservation Council plans to bring out a series of educational leaflets on Conservation to be used by leaders and youngsters.

**Conservation in Rhode Island.** The second Conservation Workshop was held at Goddard Park sponsored by the Rhode Island Wildlife Federation, the Rhode Island Audubon Society, the Rhode Island Garden Clubs, and the Rhode Island State Colleges. Credit was given for "classroom" work which was mostly in the field. If interested in obtaining further information write Harold Madison, Butler Hospital, Providence, R. I.

**Deer,** according to the Fish and Wildlife Service is the leading big-game animal in the United States. Population estimates were as follows: White-tailed deer, 3,526,000; Muledeer, 1,523,000; Columbian Black-tailed deer, 323,600; Elk, 207,700; Prong-horned antelope, 176,600; Black bear, 106,900. Woodland Caribou was lowest in population count with fifteen of them left in Minnesota. Grizzly Bear was second lowest with 1,250 in six states.

**Duck Banding** at McGuines Slough, Chicago, and at Chatauqua Lake

Refuge near Havana, Illinois has brought an interesting report. 5,909 ducks were banded in one year. Over half of them were "repeats" or "star boarders." One coot flew to Pennsylvania in six days. Several teal were killed in the West Indies. Some erratic birds turned around and flew back north. Birds do not always behave the way the books say they should!

**Ecological Thinking.** Skunks eat turtle eggs. Turtles eat ducklings. Boys trap skunks for fur. Ducks disappear. Boys stop trapping skunks and ducks return to nest on the big marsh.

**Gardening.** "Pest Control in the Home Garden" by Louis Pyenson. The Macmillan Co. 190 pp. Illus. \$.2.

**Home Improvement.** "Our Beautiful Yard" by Clara M. Olson. The University of Florida Project in Applied Economics, Room 317, P. K. Yonge Building, University of Florida, Gainesville, Fla. 66 pp. Illus. \$.40.

**Sparrow Hawks** are of distinct benefit in destroying insects and rodents. They eat grasshoppers and field mice instead of sparrows. Mount Desert was never an after-dinner confection. Spanish moss is neither Spanish nor moss. A saw horse is not a horse. Americanese is funny anyway.

**Spider's Observation Card.** Put a spider in a glass jar and alongside it put an observation card such as this:

The Crab Spider (*misumena vatia*) is white with light red bands on the side. He "sits" on a flower and catches insects as they come near him. Placed on a yellow flower he will turn yellow. Which pair of legs is longest? Why? Why doesn't this spider spin a web?

**Sugar Maple.** Perhaps the automobile and the ease of getting to market caused the decline in maple

(Continued on page 672)

"I would set forth how guiding Nature turns her guiding reins, telling with what laws her providence keeps safe this boundless universe, binding and tying each and all with cords that never shall be loosed.

"If the bird who sings so lustily upon the high treetop be caught and caged, men may minister to him and feed him with all gentleness on plentiful food; yet if he fly to the roof of his cage and see the shady trees he loves, he spurns with his foot the food they have put before him; the woods are all his sorrow calls for."—From *The Consolation of Philosophy*, by Boethius, Roman philosopher born about 475 A.D.

# WORLD AT PLAY

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## A Gift for Lansing

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LANSING, Michigan, has had a gift recently. It is something special in presents—forty acres of park land with a mile of fine river frontage. As a result of the generosity of R. E. Olds, a citizen of Lansing, the city now controls both sides of the Grand River for five miles. An active boat club goes with the land. The city plans to develop a boat basin with wells for fifty boats and dock space for many more.

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## Victory Gardens 1944

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TWENTY different kinds of vegetables were grown and cared for by San Francisco children in their community gardens which amply supplied their families with fresh vegetables. The children also raised many flowers which they took home with them. Not content with summer gardening, the children planted winter vegetables.

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## A Nature Center in Indianapolis

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THE INDIANAPOLIS Park Department maintains in Holiday Park a center for nature and garden groups. The building used is an old house that has been somewhat renovated to provide meeting rooms, library and office space. The building is located adjacent to the horticultural area of the Botanic Garden and to a large natural park.

The director gives full time during the summer and half time during the winter to the program. This includes field trips for the study of both native and horticultural plants, lectures, and group instruction. The users of the area are about evenly divided between adults and children. School groups make use of the facilities, although transportation difficulties have somewhat curtailed this program at present.

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## Wednesday Night Cook-Out

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LAST SUMMER at Humboldt Park, Chicago, a regular Wednesday night campfire, cook-out, and song fest was held. To sustain interest a definite theme was selected for each night. On Gypsy Night a stew was concocted, and two hundred youngsters contributed twenty different vege-

tables with thirty pounds of veal. The Humboldt Park victory gardens supplied part of the vegetables. "When two hundred Jewish, Norwegian, Polish, Negro, Greek, Italian, Danish, and Mexican children can get together for American stew, without too many ingredients from any one group, there certainly is hope for the American way of life continuing."

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## By Horse and Bike

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BRIDLE paths and bicycle paths in New York City receive increased use during the fall. There are twenty-nine bicycle paths in the city's park system. They are constantly in use on autumn days testifying to the high popularity of cycling for outdoor recreation. More than seventy miles of bridle paths wind through the parks, too, an invitation to combine exercise and delight in the out of doors.

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## National Negro Health Week

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THE thirty-first observance of National Negro Health Week will be held April 1-8, 1945, under the auspices of the United States Public Health Service. "A healthy family in a healthy home" will be the objective of the Week. Suggestions for observing Health Week, posters, and leaflets are available from the National Negro Health Week Committee, United States Public Health Service, Washington 14, D. C.

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## Schoolroom Sanction for Supervised Play

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THE Columbus, Georgia, Department of Recreation and the public schools have begun a cooperative program to bring supervised play into the school as part of the regular curriculum. Just now there is only one thirty-minute play "class" each week, but plans are afoot for extending the program until there is a daily period set aside for this activity. Weather permitting, active games, folk dancing, or singing games go forward under the supervision of a leader from the Department of Recreation. On rainy days the playground leader works with the children inside the school building. Children look forward to the play programs, and teachers and principals are quick and loud in their praises of it.



## ***Still in there pitchin'***

He's a rough, battered old fellow—that "used" golf ball. But he has a heart of gold. And he'll still be in there pitchin' for you in 1945. Without him and his heart of gold you'll get no fresh golf balls of any kind. Should there be any new synthetic rubber golf balls they will go to the boys in the services. So keep *digging* for those used golf balls. They're your only hope for "new" golf balls to sell this year. Send them to us *now* for rebuilding. Wilson Sporting Goods Co., Chicago, New York and other leading cities.

MEMBER: The Athletic Institute—a non-profit organization dedicated to the advancement of national physical fitness. Let's all boost the "War Memorials That Live" campaign to commemorate our war heroes.

**Wilson**  
GOLF EQUIPMENT

  
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FELLOWS who learned to enjoy the game of horseshoes in army camps and navy bases, with Diamond Pitching Shoes, will call for Diamond Shoes when they get home.

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 Diamond Double Ringer Shoes  
 Diamond Junior Pitching Shoes  
 Diamond Stakes and  
 Official Horseshoe Courts

 **DIAMOND CALK  
HORSESHOE CO.**  
 4610 Grand Ave., Duluth, Minn.

**For 1945 Green Thumb Gardeners**—The National Victory Garden Institute, Inc., 598 Madison Avenue, New York 22, N. Y., is again sponsoring a Victory Garden Contest. There will be an adult division for industrial workers as well as home gardeners, and a youth division with war bond awards for the outstanding gardener in the elementary and high school groups. Each contestant is asked to enter a completed Green Thumb Record Book issued to everyone entering the contest. The book provides the means for keeping a valuable record of what, when, and how much is planted and harvested.

"Today," states a release from the Institute, "there is every indication that there will be more gardens and better ones this year than there were in 1944. Thousands of families are learning for the first time how good home-grown vegetables taste and how much fun it is to grow them."

**Negro Center for Newburgh, New York**—Through the generosity of a citizen of Newburgh, New York, who willed \$100,000 for that purpose,

the Negro members of the community will have a community center. A part of the sum left to the city will be used to build or buy a suitable house for the center. The rest will be used for maintenance.

**Theater Piece**—Barth, Germany, is a name that is all too familiar to many members of the U.S. Air Forces. Just now 3,800 Air Force officers are held prisoners there by the Germans. We cannot, of course, know how they spend *all* their time. A good slice of it, however, has gone into the creation of a musical comedy, *Hit the Bottle*. The production, mounted on a stage made of Red Cross cartons, accompanied on musical instruments provided by the Y.M.C.A., played to the hilt by P.Ws., ran for fourteen successful performances. Even the German captors joined the audience!

**Forty Years of Industrial Recreation**—The recreation council of the Allis-Chalmers Manufacturing Corporation is forty years old. The clubhouse was opened in 1905, as a commissary and recreation center for the Allis-Chalmers employees. Since the war began the Clubhouse has expanded to meet the new demands. In addition to a well-rounded program in sports and athletics for both men and women, Allis-Chalmers employees participate in an aviation club which has its own planes, in choral groups and orchestral groups, in chess and checker clubs. There is, too, a Talent Club and there are swimming classes for men and women. The company has its own recreation council which cooperates closely with recreation departments of all near-by towns especially with the department at West Allis where the plant is located.

**Music Note**—The Chicago Park District has added another member to its family of recreational opportunities. This latest addition is a music department with its own specialist head and assistants who will develop music in the Park District's recreation program. Community orchestras, bands, and choruses are on the agenda for early development.

**Fit for War or Peace**—The Committee on Physical Fitness, Federal Security Agency, believing that "the wealth of the nation is in the strength of the people" has prepared a manual to help communities organize and maintain a



*This* time—  
let's dedicate  
**MEMORIALS**  
**THAT**  
**LIVE!**

This message is published by the Hillerich & Bradby Company in furtherance of the plans of The American Commission for Living War Memorials to build "living" memorials following America's victory in World War II. Inquiries regarding the work of this commission should be addressed to Mr. George M. Trautman, 30 East Broad St., Columbus, Ohio.

## LOUISVILLE SLUGGER BATS

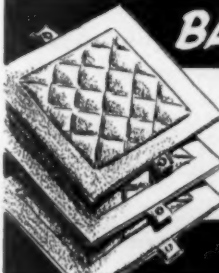
thoroughgoing and easily accessible physical fitness program. The booklet is designed for easy and effective use with a wealth of illustrative material. Copies of the booklet may be obtained from the Committee on Physical Fitness, Federal Security Agency, 601 Pennsylvania Avenue, Northwest, Washington, D. C., or from the Athletic Institute, 209 South State Street, Chicago, Illinois.

**Publicity for Youth Centers**—The teen-age "gang" at the Lakeland High School has worked out its own publicity program for the "Hi-Spot." Twice each month the high schoolers publish a paper, *The Bagpipe*. Each issue has a whole page devoted to news about the teen center and the "doings" that are taking place or are in the making there. If teen-agers in this Florida town are unaware of their own club they just don't read their own paper!

**Negro Community Building**—Members of the Carver Foundation of Norwalk, Connecticut,

MARCH 1945

have succeeded in raising \$25,000 with which they have purchased an old home and renovated it as a community building for use of the Negro population. A general community program will provide a variety of interests in this center, to be known as the Carver Foundation Annex. In the meantime, the hope is to raise more money until the fund is large enough to build a modern community building.—*Recreation Bulletin* for November 25, 1944, published by the Division of Recreation, Federal Security Agency, Washington, D. C.



### BASEBALL BASES

Both National regulation "hardball" and "softball" bases are used as the standard in many leagues and recreational departments. Guaranteed to give long playing satisfaction. National patented reversible softball bases have proven extremely popular. Write for complete details.

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## Evart G. Routzahn

**R**ECENTLY THE Elisabeth S. Prentiss National Award in Health Education was presented to Evart G. Routzahn and Mary Swain Routzahn. This award is of interest to recreation workers because Mr. Routzahn, before his death, and his wife always had been ready to help the recreation movement. Thirty-five years ago, when the recreation movement was in its pioneer stages, Mr. Routzahn went out of his way to give all aid in his power to the new movement. He was concerned that everything possible should be done to build it up. He always recognized the value of recreation for its own sake as well as a factor in building individual and public health.

At the meeting where the Award was made, there was recognition of Mr. Routzahn's delight in unusual toys, gadgets or tools, of his collecting instinct, of how his friends brought odd toys to him from their trips abroad. "Perhaps what was really unusual about his love of ingenious gadgets was his complete and frank acceptance of them. Most of us in our struggle to be adult feel apologetic about playing with Junior's electric train or peering over the heads of the crowd to see the exhibit in a store window. Not unlike this quality was E.G.R.'s complete identification with everyday people."

Many mentioned Evart G. Routzahn's "tonic humor." His criticism was frank and outspoken, but always with a smile. No matter how busy he was, he always had time for his garden. He was guided by a deep enthusiasm, and always he hated dullness. His own spirit was such that he belonged in a peculiar way to the national recreation movement.

HOWARD BRAUCHER

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**A New Way to Use Old Firehouses**—One of the most important planks in the platform of Cincinnati's long-term recreation planning is the development of a practical program of activities in each of the city's neighborhoods. To this end the Recreation Department "keeps its eye peeled" for suitable buildings for neighborhood centers. One such center was set up in an abandoned firehouse. Its rehabilitation was financed by the Fraternal Order of Police. A trained leader from the Recreation Department helps guide policies and develop activities.

**Citation**—The Los Angeles Civic Chorus, noted for years as one of the West's outstanding choral groups, has taken a leading part in wartime musical activities—in war bond drives and patriotic rallies, and special concerts for servicemen and women. Because its contribution to the war effort has been considered outstanding this group, sponsored by the Los Angeles City Recreation Department, received from the Music War Council the Distinguished Service Citation "for distinguished service to our country through patriotic and inspiring use of music to aid the national effort."

## Pets in the Home

(Continued from page 631)

may attract some of the hole-nesting birds, and trees and shrubs provide additional nesting spots. The crowding of nesting sites is inadvisable, as most birds require nesting space and will not appropriate boxes too close to others of the same species. Boxes must be built for particular species of birds, as requirements of hole openings, size of rooms, and other details differ.

Food and water are two other requirements of birds that attract them to yards. Feeding trays, winter feeding shelters, suet venders, and water containers all are usable. Winter feeding is particularly fruitful, as birds have difficulty securing adequate supplies after heavy snows. Summer feeding is less needed from the birds' point of view, but it makes possible close observation and "taming" of birds.

Sometimes young birds and injured birds are found and attempts are made to make pets of them. Generally young birds who have just left the nest should not be picked up, as the parents will care for them if they are not disturbed. When accidents have befallen parent birds, feeding of the young may be necessary for their survival. Feeding is, however, difficult, because food should approximate natural foods and be given in small quantities a great number of times a day. Injured birds seldom survive without expert care, and killing is generally the most humane treatment.

Crows, if captured young, make interesting and amusing pets. Crows are among the most intelligent of birds, and with proper training they can be given the freedom of the yard. They tend to be noisy, mischievous, and thieving. They may become quite attached to an individual and exceedingly demanding in attention. Starlings and jays





**TWO-WAY BOWLING ALLEYS "IN ACTION" IN THE SPACIOUS GAME ROOM OF THE  
N. C. C. S.-USO CLUB LOCATED IN JACKSONVILLE, FLORIDA**

This unique, PORTABLE Two-Way Bowling Alley (requiring NO INSTALLATION COST!) is proving to be one of the leading game-units, now included in RECREATION PROGRAMS all over the country. Because of its E-Z set-up features, solid construction and convenient size, the alley is perfectly adapted for immediate use as well as for postwar building plans.

We urge you to send for complete information and descriptive literature including many, many letters praising the good, clean competitive fun and relaxation derived from Two-Way Bowling. . . . Mail the coupon today! No obligation.

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Gentlemen: We are interested in your new Two-Way Bowling Alley. Please send us additional information and literature describing alley.

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are two other birds that seem to do well as home pets.

**Other Pets.** Many of the lower forms of animal life are also kept as pets in the home. They generally show little response to people, but the chance to observe and study them close at hand makes keeping them worth while.

Frogs, toads, salamanders, and turtles should be provided with a marsh-type terrarium in which both land and water are available. Such a terrarium may be a rectangular glass container with a built-up land area at one side, with marsh and woodland plants.

The woodland and desert-type terrariums can provide habitats for lizards and small snakes. It must always be remembered that certain species

cannot be kept together lest one be used as food by the other.

**Can You Meet These Tests?**

There are certain criteria relative to keeping pets in the home. The following are a few of the tests to be applied:

1. Can proper conditions of housing, food, and care be provided? No animals, large or small, should be kept unless all three of these conditions can be met. Good references on proper care and feeding are available and should be consulted.

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2. Will the pets have kindly care? Here is a chance to teach children responsibility and consideration for animals. There is a middle-of-the-road attitude towards animals that avoids over-sentimentality and yet assures kindness, understanding, and respect for the needs and innate character of animals.

3. Do you know the legal restrictions on the keeping of animals? The laws differ in the various states.

4. Do you understand the nature and requirements of your pet? Is it an animal that can stand handling?

**Some Source Material**

The following references will be of great help in solving the problems involved in pet care:

*Our Small Native Animals—Their Habits and Care*, by Robert Snediger. Random House, New York.

*The Book of Wild Pets*, by Clifford B. Moore. G. P. Putnam's Sons, New York.

*All Pets Magazine*. Published by the Lightner Publishing Company, Chicago, Illinois.

**The Hut***(Continued from page 655)*

over countless numbers of rocks, and all this is done with little more than their hands, a file, a spoon for a hammer, a knife."

**HUNTING GAME (Patent)**

Device for knocking down animals moving 50 to 100 feet per minute. Size: 9' high, 4' wide, 10' long (including shooting stand). Operated last summer at Recreation Park, Valparaiso, Ind., with great success. For information, subject to trials, write

LOUIS HENDRICKS, Inventor  
R. R. 5, Valparaiso, Indiana

**Mrs. Thomas J. Blain**

ON JANUARY 11, 1945, Mrs. Mary Wood Blain, Chairman of the Westchester County Recreation Commission and of the Port Chester Recreation Commission, died after a brief illness. She became a charter member of the Westchester County Recreation Commission in 1924 and for two years had served as Chairman. In 1936 she became Chairman of the Port Chester Recreation Commission.

Recreation leaders from over the country were happy to have Mrs. Thomas J. Blain with them at the Recreation Congress gatherings, to feel her deep interest, her enthusiasm, her readiness to give generously of her strength to build the whole national movement, as well as to carry responsibility in her own locality. Her going is a loss to all who are interested in recreation in this country.

**National Music Week—1945***(Continued from page 656)*

Community recreation workers should seek some way by which they can take advantage of Music Week, to the benefit of their year-round work. It is an ideal time to focus attention on the formation of musical groups, the need for musical equipment, the enjoyment and personality benefit obtainable through self-expression in music in a social-recreational program. If there is a community Music Week Committee, it should be contacted. If not, there is opportunity for taking the initiative in forming a committee, or at least for independent participation.

National Music Week is a cooperative movement of the musical forces of the nation. The National Committee is composed of the presidents of thirty-four national organizations, which include: Music Educators National Conference, National Federation of Music Clubs, Music Teachers National Association, Music War Council of America, General Federation of Women's Clubs, Daughters of the American Revolution, Federal Council of Churches, Kiwanis International, Lions International, National Recreation Association, and Y.M. and Y.W.C.A.'s.

**Victory Gardens—1944 Model***(Continued from page 639)*

There would be garden films shown in the afternoon and in the evening each day of the show.

When the Festival days arrived, the results just

RECREATION

tified all the work and the planning. Twice as many exhibitors showed as in 1943. Three hundred and fifty ribbons were awarded to prize-winning exhibits. There was much more food, many more healthy and satisfied people in Oak Park. The Committee members were amply rewarded for their time and their effort. They think it likely that when peace brings the end of the immediate and urgent need for Victory Gardens there will still be enthusiastic gardeners victorious because they have found a sure way to contentment and relaxation.

### Treasure Chests of Books

(Continued from page 658)

mony by representative children of America to children representing countries overrun by war.

This first chest was an earnest of others to come later. The Book Committee hoped and believed that other children all over the United States would carry on the job of sending other treasure chests of books to other countries.

It seemed possible that some groups would not be ready to undertake so large a project as the hundred book chest, so for them the Committee has suggested a smaller chest of thirty books. That children should have an active part in reading and selecting the books to be sent is part of the plan. A list of suitable books has been prepared. From this the selections should be made. The books in the list are divided into twelve categories suggesting the distribution of the various types of books.

These categories are as follows:

- Picture books
- Information about the world
- Stories from the United States
- Stories from South and Central America
- Stories from other countries
- Folk tales of the world
- Faiths of the world
- Songs of the world
- Nature and science
- Dictionaries
- Christmas books

Two scrapbooks might well be included in the chest. One of them should be filled up with pictures, drawings, information about the group donating or decorating the chest. The other should be blank, included on the chance and in the hope that the youngsters who receive the books might want to fill it with similar material and return it to the donor group.

The country to which the chest is to go is to be the choice of the donor group. Instructions for

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### Honors to a Recreation Park

(Continued from page 633)

An Azalea Trail which will be as colorful as the one leading from Biloxi to New Orleans along the north shore of the Gulf of Mexico has been started. Silviculture is being used to clear away brush around the larger trees or around graceful groups of trees such as white birches. But the king of Stanley Park is the big "Enchanted Oak," which widely spreads its branches to reign over the rest of the woods. It stands aloof, the better to show its ancient bole, and the cleared circle around it is as dimly lit and quiet as a cathedral.

Over at the picnic grounds is the cement foundation for the "rancho," one of those indoor-outdoor kitchens roofed over to house huge fireplaces



and barbeques with room enough for the picnickers to come inside and eat if the weather turns wet. This is to be completed as soon as priorities permit.

No park is complete without its lake, and the one gracing Stanley Park is a spring lake whose cool placid waters lie at the foot of a laurel covered dingle. In season, big white Pekin ducks float primly on its surface. Altogether, it is a charming rustic place in which to retire of a summer's day or evening and the company, as well as the town itself, awaits the happy V-E day when Mr. Beveridge's elaborate plans for the postwar future of Stanley Park can take progressive and definite shape.

### Dancing Plus

*(Continued from page 653)*

about twenty-two boys and girls. Some were carried over from the 1942-43 school year; others had been selected by the sponsors because of the interest and ability they had shown, while a few were chosen to represent schools, Hi-Y and Girl Reserve groups. Now the Co-Ed Committee is elected by the members of the club instead of being appointed by the sponsors. Members of the club are serving on a number of subcommittees which have been set up as follows:

**Publicity**, which makes and sends out the folders of programs, sends out special flyers of events, makes announcements and posters of coming activities.

**Door**, whose members collect the fees at the dances and check memberships.

**Entertainment**, which provides various kinds of special events at dances.

**Food**, responsible for refreshments on Casanova Night and other special occasions.

**Newspaper**, set up to issue a sheet containing news about the club, its activities, and its members.

**Decorations**, which decorates the dance hall.

**Sports**, plans and promotes the monthly Sports Nite.

**Music**, sees that the juke box records are kept up to date and hires the orchestra for special dances.

**Membership**, promotes membership and contacts inactive members.

This setup makes it possible to draw many members into the activities, as well as to train them for possible Co-Ed Committee jobs in the future.

### Membership Policies

The membership policy, too, has been changed. The previous year the dances had been the only program conducted, and they had been open to high school age boys and girls who paid a 15 cent admission fee. At the beginning of the fall program of 1943, it was suggested to the committee that the program might be put on a club membership basis which would make membership a prerequisite to participation in any activity. The committee approved this idea and worked out a plan whereby each person who joined filled out a card giving certain basic information, such as name, address, age, school, name of parents and parents' occupation, church preferences, and other facts. Each boy and girl entering the club paid a 25 cent membership fee and received a card. On the nights when discussion groups were held there was no further charge, the membership card alone admitting a member. However, on dance nights, including Casanova Nite, there was a 15 cent fee in addition to the membership card, and refreshments were offered for sale.

This year the same general policy holds with some minor changes. For example, the original 25 cent membership fee expires the first of March; the next one is good until only October 1945. Furthermore on Casanova Nite there is now a 30 cent charge which includes refreshments. Although we have been registering only about six weeks, we have approximately 175 members now, a number which compares very favorably with the number at the same period last year.

### Evaluation

In a general review and evaluation of our program several facts seem to stand out: The group now has a club feeling. No longer are the dances public affairs but a club membership responsibility. In consequence the behavior has improved tremendously. Chairs are no longer tossed about; wrestling and scuffling are a thing of the past. The same boys and girls who created bedlam at the first discussion group by talking at the same time have learned to conduct themselves in an orderly manner with a minimum of disturbances.

The growth of the club program demonstrates very graphically how agencies can and should cooperate for the good of the community when they put their jobs first and maintain their agency identity as a secondary consideration.

## The Elementary School Science Room

(Continued from page 643)

These animals must receive the same thoughtful attention given a pet dog in one's home.

Rats, white and hooded, guinea pigs, rabbits (already domesticated) make fine pets. As for *wild* mammals, or *wild* birds, it has been the experience of many science teachers that injured animals, strays, and abandoned young are often brought to school by pupils, parents and others in the community. In most cases such hapless victims would not survive if left to their own resources in their natural habitat. These may serve a good educational purpose in the school, if cared for in captivity under *proper conditions*, for to provide the right conditions requires a knowledge of the food and habits of the animals in the wild. Through caring for them, pupils can learn a great deal about the common animals of the neighborhood, and young squirrels, chipmunks, racoons, skunks, woodchucks, deer mice, and meadow mice make entertaining as well as instructive pets. *It should be borne in mind, however, that it is not sound conservation education and certainly not humane to rob nests and homes, take young from parents, or keep any wild animals in captivity indefinitely if they can be released and survive.*

The type of mammal cage most easily cleaned is made of hardware cloth of one-quarter inch or one-half inch mesh with a wooden frame and mesh top, sides and floor. A galvanized metal pan should be fitted beneath the screen flooring of the cage. This is easily pulled out and washed daily and, if sterilized at least once a week can be kept free from odors.

Climbing mammals should have relatively tall cages with a portion of a tree upon which to climb. All of them require a nest box and plenty of clean water. The food requirements are varied and can easily be ascertained from one of several good books on the subject. Naturally one science room would become nothing but a small zoo if all the mammals mentioned here were included at one time, but any school system which maintained a collection of domestic animals to circulate among its several schools would find the animals a source of unending delight and instruction to the children.

### Using the Science Room

One teacher or a committee of teachers must of necessity sponsor the science room but the boys and girls should have a large share in it and they



**AMERICAN JUNIOR RED CROSS**

President Roosevelt has designated March as Red Cross month, the period when the 1945 Red Cross War Fund will be raised

love to participate. The setting up of all terraria and aquaria and the care of all the animals and plants should be the work of the children, always with the supervision of a teacher. Care of the science room by individual pupils develops in them a sense of responsibility. It offers them fine opportunities for close and frequent observation and leads them to an appreciation of living things.

Children are ardent collectors, and making a collection for the science room is a fine outlet for their enthusiasm. Tree leaves, weeds of the neighborhood, seeds, insects, insect homes, native rocks and minerals, and birds' nests (taken in winter only) are some of the objects easily gathered.

With all the living material in it, no science room can become a dull and static place, but the children's activities can also enliven it. One class may invite another to see a demonstration of simple experiments on air pressure. A question corner in which some object is displayed for identification or where a question is posted to be answered by observing some particular thing in the room, can be a lot of fun. The school weather bureau should have its headquarters here and hang out the weather flags daily. Electric questioners are fun to make and use.

As mentioned earlier, charts and models made by individual classes for some particular unit

should eventually be displayed in the science room. Each class then has the satisfaction of sharing a worthwhile experience with others. The exhibition of many different projects gives the youngsters a better picture of the whole field of science. In a room full of interesting things, important concepts can be taught easily.

### "What's the Name of My Bird?"

(Continued from page 624)

"giddyaps" to his horse or pushes in a lever, and we are both satisfied.

I've been bird watching for twenty-five years and have yet to encounter the dull season in bird-life. And there are always surprises: new birds wandering far out of their natural range; summer birds staying over through a mild winter; finding the nest of a little-known species, or discovering a new customer at the old feeding stand. Because birds are alive and in some ways unpredictable in their actions, no bird student ever finds his hobby growing stale.

### Nature Is Fun!

(Continued from page 621)

Set it down and don't disturb it while you watch. Soon the shell will open slightly and a tiny finger-like process, called a foot, will be thrust forth, feeling tentatively here and there. Then this finger begins to move back and forth from contact with the basin to contact with a gland inside, and delicate, pearly-white elastic threads result. You can lift the mussel shell and test the elasticity of the threads, and prolong the experiment to determine how long it takes for the thread to turn brown and acquire strength at the expense of elasticity.

Where there are hermit crabs living in snail shells, an interesting adventure is to collect a number of them, and very gently but firmly with a steady pull, remove them from their shells, big and little, and place them in a basin of sea water. Then add the shells and watch the scramble for a new home. They feel the shells over with their claws, and then turn and back their soft rear ends in like lightning, often in their haste entering a shell that does not fit well at all. Return them all later to the sea so they can secure homes that suit them. One's adventures can't be truly happy if they are needlessly destructive or cruel.

### Have You Ever Looked a Lion in the Eye?

Where mammals are available in a zoo or a

farming community, it is interesting to investigate the shapes of pupils of eyes. What started me off was finding in a book the statement that lions, being of the cat tribe, have eyes like cats with a perpendicular lens-shaped pupil. So I put this in a mimeographed "see-it-for-yourself" guide on a zoo. (This was before I learned to question the printed word.) What we saw I leave you to find out the first time you get a chance to look a lion in the eye. A companion surprise is the eye of a fox, which is in the dog tribe. Solve that for yourself, too. How many animals can you find that have horizontal quadrilaterals, slightly rounded at the ends, for pupils?

### A Novel Kind of Treasure Hunt

In a land of frequent rain there is a specially delightful adventure. I invented and used it in Washington and Oregon and named it a "Dead Stick Treasure Hunt." For there, in the woods, every dead branch or twig soon becomes covered with a great variety of fungi, lichens, and mosses. Silver gray, ruby red, soft green, russet brown, pale gold, or jet black—all are utterly exquisite in their dainty, fragile forms. The game is to scatter through the woods and hunt for a stick bearing the loveliest treasures, discarding each as you find a better one. You go home loaded with treasure and infinitely richer because you have become aware of lavish beauty hitherto completely overlooked. A fallen tree trunk in the same area can yield hours of delight.

Out of my treasure store of happy adventures I have picked a mere handful to share with you in the hope you will catch the spirit and be moved to use the same method of discovering for yourself, every sense alert, the surprises, the wonder, the beauty that surround you.

"The world is so full of a number of things."

### Patterns for Publicity in Radio

(Continued from page 649)

posal. Cut your pattern to fit your cloth. The final criterion must be what kind of thing you can do best considering what you have to work with. Place and keep your standards high, keep your audience and your purpose in mind, know your own limitations and the limitations of the station over which you will broadcast, and whatever program you do, *make it good.*



## A Schoolyard Sanctuary

(Continued from page 627)

The city of Joliet, Illinois, has for many years had a forester on its school staff whose responsibility has been the conducting of field trips and other outdoor educational programs in the parks and woodlands of the city. Class groups are often taken afield by the forester as a part of their regular science instruction.

Children's Activities Museums are another important feature of the nature program for school children. This project is not new, but just before the war it received added impetus, partly through the efforts of school and recreation groups. These museums are activity centers rather than mere showplaces for displays. Children's museums have generally provided three types of services: First, they have made available visual materials for the use of groups in the museums or for loan to classrooms, clubs, or even individuals. Second, the children's museums have provided workshops in which young people might develop various science and craft hobbies. The San Francisco Junior Museum administered by the Municipal Recreation Department has been a beehive of activity for nature hobbyists, model aircraft builders, and others of like interests. Third, many of the children's museums have been the centers from which field trips of various kinds might emanate, with leadership provided through the museum staff. In the post-war period cities might well give more consideration to activity museums where individuals might pursue their hobbies with the help of competent leadership.

Among cities with outstanding children's museums maintained by public school funds are St. Louis, Missouri, and Reading, Pennsylvania. Cities with children's museums administered and maintained by municipal recreation departments include San Francisco, Los Angeles, and Palo Alto, California. The great majority of other children's museums are administered by separate museum boards or as a part of the general natural history museum program.

Some of the trailside museums developed in parks near large centers of population have served in some of the capacities mentioned. This statement is notably true in Cincinnati, Ohio, where regular children's groups participate in the hobby club activities of the museum, and where school services and children's field trips are a part of the activities of the museum's staff.

MARCH 1945

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The National Audubon Society has maintained near Greenwich, Connecticut, a sanctuary designed to serve as a demonstration of a special type of area and facility for school use. A small museum and nature trails are maintained and a naturalist employed in an area set aside entirely for outdoor education purposes. School groups are brought to the area on a regular schedule, and the naturalist takes over instruction in the field.

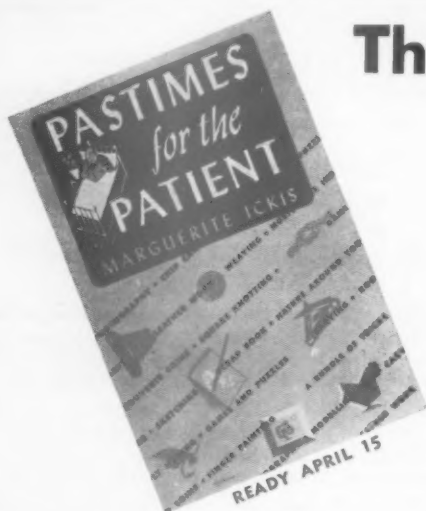
Where sanctuaries, trailside museums and nature trails, naturalists, or children's museums are available, schools have been quick to avail themselves of the services provided. Where schools themselves cannot provide outdoor laboratories and services, the municipal recreation agencies may here render a service to the schools, in addition to carrying on their regular nature programs for the general public. Public parks, zoos, botanic gardens, wildlife preserves, bird sanctuaries, and community forests are only a few of the types of facilities owned by cities that might well render distinctive service in years to come.

## "Monument Enough"

(Continued from page 657)

although millions of lovers of the outdoors, through organizations to which they belong, are more and more urging that memorials of World War II be living ones.

To this we should like to add our voice. Whether it be park or forest, wildlife sanctuary or memorial avenue, we believe that those who have given all that was in their power to give would say that it were "monument enough." — From *Nature Magazine*, December 1944.



## The Perfect Hobby Book!

### PASTIMES FOR THE PATIENT

By MARGUERITE ICKIS

No recreation leader can afford to be without this book of precious ideas! The well known author has included the most interesting and unusual pastimes for the laid-up or convalescent probably ever gathered together in one book. Brigadier General De Voe, Commanding Officer of Hal-loran General Hospital, states in his foreword: "The techniques developed by the author make each suggestion both a challenge and a temptation."

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### Wisconsin's Ranger Mac

(Continued from page 651)

self through the fields, sometimes aided by a younger brother.

When Mac presented a program on bird and animal tracks recently, he asked his listeners to see how many trails they could identify from his descriptions. The replies are still coming in, but at last count nearly a thousand letters had been received, more than half of them signed by a dozen or more children.

Among the replies was one from the fifth grade of the Janesville, Wisconsin, School for the Blind. It was written in Braille, with penciled translations by Jean Miller, "secretary." The sightless children had identified all of the tracks.

McNeel's radio work began as a hobby, and has remained one for ten years. His 4-H Club work is still the occupation for which he is paid, and in it he travels the state encouraging conservation and nature studies. The research and writing essential to production of the program is done on Sunday, Mac's "day off." He takes no time from his regular job except the half-hour for his Monday morning broadcast.

Much in demand as a school lecturer, the nature

enthusiast reports that children who have heard him regularly on the air are always disappointed to see a business-like man in a dignified business suit.

"I guess they expect to see me wearing a wide-brimmed hat, boots, and breeches," Mac commented. "As a matter of fact, I do dress that way when we go out planting trees or are doing outdoor work, but I've always felt it would be out of place on the speaker's platform."

Mac closes all of his broadcasts and public lectures with the same heartwarming thought, an old Indian farewell which he accompanies with sign language when on the lecture platform:

"May the Great Spirit put sunshine in your heart, today and forevermore, *heap much!*"

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### It's Being Done in Nature Recreation

(Continued from page 659)

sugar production. Perhaps rationing will bring it back. Ideal weather is thawing days and freezing nights. Fuel should be collected ahead of time. The boiling pan should be large and shallow. *Farmer's Bulletin* 1366, U. S. Department of Agriculture, will be a big help.

# New Publications in the Leisure Time Field

## Pastimes for the Patient

By Marguerite Ickis. A. S. Barnes and Company, New York 18. \$3.00.

**T**HIS EXCEEDINGLY timely book will find a responsive audience at just this time when community groups are realizing the problem they are facing in providing returned servicemen who are temporarily disabled with enjoyable activities for the hours they must spend indoors.

*Pastimes for the Patient*, with its suggestions for crafts, hobbies, games, puzzles, and many other recreation activities, is a family book, too—full of suggestions not only for members of the family who may be ill or convalescing, but for the entire family in its free time.

There is a wide field of service for this book.

## Modern Dance

By Ruth Radir. A. S. Barnes and Company, New York 18. \$2.50.

**D**ANCE AS A MEANS of communicating ideas and feelings by groups is the subject of this book designed as a text for teachers of the dance in high schools and colleges. Part I, in such chapters as "Modern Dance in Relation to Our Culture" and "Dance as Education," is concerned primarily with the historical background and philosophical implications of the "modern" dance. The second part of the book deals chiefly with techniques and their applications.

## School's Out

By Clara Lambert. Harper and Brothers, New York. \$2.50.

**"I**T IS THE SCHOOL-AGE CHILD, the child between the ages of five and fourteen, who is the 'forgotten child,'" says Clara Lambert. *School's Out* is the record of achievement in helping this age solve the problems of its "tragic era." A discussion of program, of materials, and methods used in play schools; a chapter on community planning for play schools; a section on home-school relations, are some of the factors that will make the book valuable reading for everyone who has to deal with children in this topsy-turvy world.

## Dramatic Director's Handbook

Ernest Bavelly, Editor. National Thespian Society, College Hill Station, Cincinnati 24, Ohio. \$1.50.

**T**HE REVISED EDITION of the *Dramatic Director's Handbook* is divided into three parts. Part I is a course on "How to Teach High School Dramatics" by Katharine A. Ommanney. Part II represents the result of a study by a group of experienced drama leaders on the organization and management of a drama club. Part III contains suggestions on play production from selecting the play to publicizing the performance. Though designed primarily for the use of high schools, the booklet has much valuable information for any drama leader.

## Roller Skating

By Bob Martin. A. S. Barnes and Company, New York 18. \$1.25.

**"R**OLLER SKATING has grown up!" and this is a book addressed to adult devotees of an adult sport. The author has limited his subject to "instruction in the primary phases of roller skating," in which there are, apparently, six steps, learning to skate correctly, learning the fundamentals which lead to skate dancing, primary figure skating, fundamentals of free style skating, basic speed skating. Graphic line drawings and charts are used to illustrate the text.

## Gateways to Readable Books

By Ruth Strang, Alice Checkovitz, Christine Gilbert, Margaret Scoggin. The H. W. Wilson Company, New York. \$1.25.

**S**CHOOLMEN IN RECENT YEARS have been increasingly concerned to help the school child who reads slowly and poorly. More than five years ago a short bibliography for retarded readers of high school age was prepared at Teachers College, Columbia University, and enthusiastically received upon its publication. The present volume aims to carry forward the values of the first bibliography, to suggest suitable reading material for boys and girls who have adequate mental ability but who find it difficult to keep up with their grades in high school because they have not learned to read easily and quickly. The list of books is broken down into subject classifications and the level of difficulty is indicated for each volume.

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## **Magazines and Pamphlets**

( Recently Received Containing Articles of  
Current Interest to the Recreation Worker )

### **MAGAZINES**

- Safety Education*, February 1945  
Tough But Safe, Vaughn S. Blanchard
- Scholastic Coach*, January 1945  
Living War Memorials (Special Issue)
- Hygeia*, February 1945  
Physical Fitness in War and Peace, Frank S. Lloyd
- Journal of Health and Physical Education*, January 1945  
Interpreting Our Program to the Public, a Committee Report  
Children Consider the Dance Program, Delia P. Hussey  
Physical Education for Living, C. H. McCloy  
Some Contributions of Physical Education to An Educated Life, D. Oberteuffer
- The Camping Magazine*, January 1945  
Camping Around the Year, Genevieve Clayton, Louise Fargher, Marguerite Norris Davis  
An All-Weather Canoe Shed, Barbara Ellen Joy
- Kansas Government Journal*, November 1944  
War Memorials
- Coronet*, February 1945  
Legacy to the Living, Edith M. Stern

### *Beach and Pool*, January 1945

Artificial Respiration Methods Tested, Alice L. O'Connell  
Aquatic Woman Power  
Post-War Swimming Pool Survey, Ernie Stengel

### *Parks and Recreation*, January-February 1945

The Maintenance Mart  
Conservation Versus Vandalism, Roberts Mann  
Major Park Projects Planned for Rockford, Earl F. Elliot

### **PAMPHLETS**

- Review of Cycling, 2nd Annual, 1945*  
Nordquist Publishing Co., East Hartford, Conn.
- Coastline Plans and Action*  
(For the development of the Los Angeles metropolitan coastline) Published by the Haynes Foundation, Los Angeles
- Jewish Community Center*  
Jewish Community Center, San Diego, Calif.
- Annual Report, Municipal Athletic Association*  
Department of Municipal Recreation, Milwaukee, Wisconsin
- Planning for American Youth*  
An Education Program for Youth of Secondary School Age, National Association of Secondary School Principals, 1201 Sixteenth Street, N.W., Washington 6, D. C. Price 25 cents
- Goals for Children and Youth in the Transition from War to Peace*  
U. S. Department of Labor, Children's Bureau, Children in Wartime, No. 5, Bureau Publication 306, Superintendent of Documents, Washington 25, D. C. Price 5 cents

**RECREATION**

# Recreation

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## *My Garden*

A garden is a lovesome thing, God wot!  
Fringed pool, ferned grot,  
The veriest school of peace.  
And yet, the fool contends that God is not.  
Not God! in gardens! When the eve is cool?  
Nay, but I have a sign:  
'Tis very sure God walks in mine.

—*T. E. Brown*



